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# JUNIOR COLLEGE JOURNAL

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APRIL 1960

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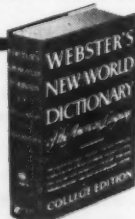
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# JUNIOR COLLEGE JOURNAL

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## What Is a Junior College?

JAMES W. REYNOLDS

FOR YEARS it has been a common practice of speakers and writers to point out that one advantage of the junior college is its flexibility stemming from its lack of servitude to traditions. Other educational institutions, it would be pointed out, have grown old and have lost their resilience. The junior college, on the other hand, is young and capable of adaptation to educational needs that emerge in a constantly-changing social order.

There is much significance in these claims, and while not all junior colleges have been living up to them, the fact that a majority has, has done much to install the junior college so firmly into the educational scene. While the ensuing discussion turns to another aspect of the junior college, there is no disposition to challenge the validity of the claims that have been made.

Flexibility and adaptiveness are desirable qualities, but they may also be productive of confusion in the minds of people who are not intimately associated with junior colleges. These qualities may be equally confusing to members of the teaching staff in a junior college when there has been insufficient orientation to the purposes of the institution.

The writer recently had an experience which illustrates, in part, this confusion which can exist. He accepted an invitation

to describe for a group of foreign students on the campus where he works, the general nature of junior colleges. While it must be acknowledged that part of his and their difficulty was the result of his speaking through an interpreter, the major problem arose out of an attempt to give an all-embracing description of an institution which has through its flexibility developed so many facets of educational service. The questions that were asked by the group indicated their confusion. Just when they thought they had the junior college pegged with a description, they learned that it was all they thought it was and more, too. It is true that part of the confusion grew out of the group's unfamiliarity with any similar type of institution—some of it, heaven forbid, may even have been the result of their speaker's ineptness—but allowing for these possible causes, there still was the factor of the flexibility of the junior college that was responsible for some of the difficulty.

The moral of this sermonette should be apparent. More time needs to be spent in saying what the junior college is than has been the case in the past. More time for such definitions is needed, and more time in looking to what the junior college will be in, say, ten years from now. This is in no way a fossilizing procedure. The flexibility and adaptability can be—should

be—retained. The procedure will, however, clarify in the minds of the public the role of the junior college, and might, in some instances, provide needed clarification for some who are working in junior colleges.

There is nothing novel or original in the idea of providing a greater clarification of the role of the junior college. It is a topic of prime concern to the American Association of Junior Colleges' Board of Directors, Council on Research and Service, and the Executive Director. The topic was discussed at length in a meeting at Dallas, Texas, on January 15, 16, 17, 1960. The topic was one of the central issues raised by Marvin Knudson in the opening address to this conference, an address that was received so well that at the Editor's request, it became the editorial for the February issue of *Junior College Journal*. Thus, the idea is in reality borrowed from the official actions of the American Association of Junior Colleges.

The movement to the "grass roots" of any organization is not always easy, and until the individual members of the Association became active in role definition, not much can be hoped for in the way of progress. Individual junior colleges need to face this problem squarely not only from the standpoint of the present status of the institution, but also from the standpoint of long-range planning.

The American Association of Junior Colleges was born in 1920. *Junior College Journal* was born in 1930. This means that the opening of each new decade of the century is also the opening of a new decade for the AAJC and its official organ. Maybe this new decade needs to be opened by a consideration of the question, "What Is a Junior College?" Nothing could be more conducive to productive planning for the future than to find a satisfactory answer to this question.

## The Need for State College-Junior College Cooperation\*

ROY E. SIMPSON

THIS 1959-60 school year finds in progress a tightly-deadlined, yet far-ranging, survey of public higher education in California. It is expected to produce a master plan for the development, expansion, and integration of public higher education.

This year also finds a thorough reorganization of the state government being discussed and debated. And as if to remind us of one constant factor in our lives as California educators, this school year confronts us with record enrollments. Along with these come the coterie of fiscal, human, and physical problems which have been our companions for several decades. This is, therefore, a period of great change. What is familiar today as a method of doing things may vanish almost overnight and an entirely new approach take its place. Today's organizations may be completely reorganized tomorrow.

In a time of change, most institutions and methods of operation come under study. All feel the impact of sudden recognition of the need to tighten our belts and handle our jobs more effectively and efficiently in view of new conditions.

---

ROY E. SIMPSON has held the office of State Superintendent of Public Instruction and Director of the State Department of Education, Sacramento, California, since 1945. He has had 45 years of experience in the California public schools as teacher, principal, and superintendent.

It is in such a context that I wish to discuss the junior colleges with you. I want to take a look at not only "State College-Junior College Cooperation" but the broader view of the "Junior College in Transition." This is a period of transition for all of us, and the junior colleges are by no means omitted.

Let us go back over the three factors which augur so convincingly for great changes. First, there is the Governor's Survey of the State Government. Its stated aim is concentration of some 300 departments, boards, offices, agencies, bureaus, and other governmental groups under eight central agencies. While the State Department of Education is not to be concentrated under one of the eight agencies, the governor's committee did propose that the entire Division of Special Schools and Services be taken from the Department and placed within the Health and Welfare Agency.

The stand taken by the Department and State Board of Education was to oppose separation of any operations which are mainly educational. On others—for example, the Adult Centers for the Blind—we did not feel we could oppose the change.

---

\* This address was delivered at the annual fall conference of the California Junior College Association in October, 1959.

Task forces of career public servants recently assigned to study the proposal more thoroughly are reported inclined to leave the Division of Special Schools and Services in the Department except for the Adult Blind Centers. Whatever the outcome of the Governor's Reorganization Plan, one thing is obvious—the Plan's objective is greater central control.

Let us turn for a moment now to the Master Plan Survey of Higher Education. The legislature earlier this year passed a joint resolution calling for a study of higher education in California. It asked that the study lay out a 10-year master plan covering "development, expansion, and integration" of the junior colleges, state colleges, and the University of California. The lawmakers asked the Liaison Committee—composed of four State Board of Education members and myself and four University Regents and President Kerr—to conduct the study and have a master plan ready by February, 1960.

I shall return in more detail to this study in a few moments. First, however, let me point out the objective of this study: It is, quite obviously, greater control over the organizations involved.

Control of developments in the junior colleges, state colleges, and University.

Control of expansion of junior colleges, state colleges, and University.

Control of operations of junior colleges, state colleges, and University so as to coordinate their work.

So, the Governor's Reorganization Plan is aimed at greater central control of state government. The Master Plan Study seeks a plan of greater control over the three types of higher education institutions.

Now, add to those two factors this year's public school enrollment (from kindergar-

ten through college and university) totaling nearly three and one-half million. Not to be ignored are the statisticians' predictions that college enrollments will double by 1970. This challenge of sheer numbers can only re-emphasize the need for greater control.

The wave of students rolling toward the colleges through the public schools will demand better coordination among the segments of higher education. There can be no doubt about this. Therefore, this is the clarion call today—increased control necessary to provide greater effective use of our resources, both human and material. The junior colleges must plan for tomorrow with this reality in mind. As a partner in the world's finest system of public higher education, they face a complex challenge in coordinating their efforts to educate our young people with those of the state colleges and University.

The challenge is complex because of the difference in control between the junior college, state colleges, and University. The University operates its eight campuses under highly centralized control. The 14 state colleges are coordinated to a greater degree each year by the State Board of Education and the State Department of Education. The 63 junior colleges, on the other hand, have 56 boards, 56 superintendents, and 42 presidents or directors to speak for them. They are a highly diverse segment of higher education. This is the major factor underlying many of the difficulties faced by the junior colleges and will be referred to in the comments to follow.

This statement cannot be left to rest alone. There is another side to this coin—one equally, if not more, important than the many voices of the junior colleges. It



is the local autonomy under which the California Junior College System has grown to a strength in numbers, services, and abilities unmatched elsewhere in the world. That autonomy has a value which must be weighed in the balance each time the junior colleges' other problems are discussed.

Having looked at the general setting for this critique, let us turn to the specific subject: the junior colleges. I am not going to deluge you with the statistics of your numerical eminence. Like other California data, they are astounding and challenging. Suffice it to note that during the 10-year period to be covered by the Master Plan, your enrollments will more than double, and by 1970, your students will be 42 per cent of the total number of students enrolled in all California institutions of higher education, public and private. Such figures leave no doubt as to the part the junior colleges are going to play in California higher education. For many citizens this role comes as a surprise. It is no surprise to the State Department of Education.

I personally have taken great interest in the junior college movement. Because my advent in the State Department of Education came just before the tide of veterans engulfed the campuses, I have been able to watch you grow on a statewide basis. I was soon convinced of the magnitude your role in California was likely to assume, and the Department has moved to help. Greater attention was given the junior colleges by the Associate Superintendents in charge of the Divisions of Instruction and Public School Administration. Discussions at top level in the Department increasingly included the junior college role. Statewide studies in

the public school system were expanded to encompass the junior colleges. School district organization sessions were broadened to include the junior colleges in such deliberations.

In 1956 I appeared before you here and set a six-point policy on junior colleges for the Department. Three of those points have been fully achieved; another met in part; and the remaining two continue as major objectives for us.

My first point three years ago was to establish the unique character of the junior college. Concrete recognition of this is found today in the role being played in the Master Plan Survey by junior college representatives. Those junior college leaders are in the Master Plan Survey because this Department pushed hard for their inclusion and had to accept some compromises to get them there.

Point Number 2 was to require that every high school district be in a junior college district. This we have yet to accomplish, but I can tell you this—realization of such a situation is closer today than ever before.

We also have learned by experience of the need for a sufficiently large tax base to support junior college districts. A single unified school district often is not enough, and this fact is being given careful consideration in our campaign to unify school districts.

The third point was the requirement that a junior college be established in a community before a state college or University branch is opened there. We wholeheartedly adopted this policy, both in the Department and the State Board. The result was that we firmly committed ourselves to the belief in the need for and value of the junior college system. That

was a vote of confidence in you and has been rigorously adhered to with one exception, and there the decision was taken out of our hands.

On the fourth point, we supported the contention that the state should help provide funds for junior college capital outlay. In the recent session of the legislature, the Department and Board strongly backed for the second time a bill to provide \$30 million over a three-year period for junior college buildings.

The fifth point called for a bureau in the Department which would exclusively handle junior college affairs. We have met this point fully, and the bureau is proving to be highly successful from our point of view, and we hope successful from yours. I might add that it has certainly increased your voice in the Department. Its Chief, Hugh Price, speaks on all occasions with conviction and knowledge of your problems, and he is heard.

The last point was increased apportionment aid. AB 100, drawn up by the Department and passed by the last legislature, provides greater equalization aid for junior college districts. We do not feel our obligation is fulfilled on this point, and we shall continue to work toward it.

The six-point program, then, is one of accomplishment in your behalf. The Department can, does, and will, campaign strongly in your behalf. It has not stopped at these six points, as junior college membership in the Master Plan committees shows. It shall not stop at them, as our strong stand for junior college representation at the coordinating level of public higher education shows.

The State Department of Education and the State Board of Education are the legal agencies at the state level for the 73

junior colleges. We are assigned that task by law, and are the only statewide groups so designated.

In a review such as we are making here today, it is well to take note of the detail as well as the broad scope of the problem. For this reason, I would like to talk for a moment about the organization of the State Department of Education.

I am sure that to many, perhaps most, of you the Department is an enigma. This is not unusual. Most state and federal departments are complexes of human beings and mimeograph machines which seem to be hard to understand and even harder to work with. This is unfortunate because, at least on the state level, we are neither as complex as our organization seems from a distance nor as difficult to understand. Those who once enter the front door at 721 Capitol Avenue inevitably return again and again. Having once found their way about, they know it is easy to make use of our facilities and help.

Let me briefly sketch the Department organization. It is divided into six divisions. These are of two types—those with direct responsibilities for operation of educational institutions and those with indirect responsibilities. The former include the Division of State Colleges and Teacher Education, the Division of Special Schools and Services, the Division of Departmental Administration, and the State Library. Each of these four divisions has direct responsibility for the operation of subordinate organizations. Only institutions which are controlled by the State Board of Education and administered by the Department have individual division representation.

The two remaining divisions are those of Instruction and Public School Admin-

istration. They are not directly responsible for the operation of school organizations around the state. Indeed, the organizations with which they deal are locally controlled, locally administered, and in part locally financed.

The Junior College Bureau is in the Division of Instruction under Jay D. Conner. It has strong ties to the Division of Public School Administration, headed by Wallace W. Hall. The junior colleges in fact, therefore, have representation in the Department's highest councils by both Dr. Conner and Dr. Hall. In specific matters affecting the junior college, Dr. Price joins the Division Chiefs and me to make your voice even stronger. So much for the organization of the Department internally and its relationship to the junior colleges. Let us look further and see what the other relationships are.

The six-point program which I brought to you in 1956 grew out of the realization of your future role in California public education. The growth of your terminal programs, the swelling numbers of bachelor-degree-seeking students taking their first year or two at your campuses brought home forcibly the direction of the junior colleges.

By legal definition, junior colleges join the elementary and high schools to make up the public school system. In this they share the elementary and high school characteristics of being locally governed and administered. But as the high school differs from the elementary school, and vice versa, so the junior college differs from its public school system fellows. Its terminal program ties it more closely to the high school. Its transfer function, however, puts it into the realm of higher education.

The Master Plan Survey has turned the spotlight of attention more than ever before on the junior college role in California higher education. Its quantitative role in handling large numbers of students is being studied. Its qualitative role in producing students able to move confidently into upper division work is being appraised. This investigative poking and thumping of the junior college system is no mere sideshow to the activities of the four-year systems. A main premise of the Survey is that California can afford to give only 500,000 youngsters college education in 1970 because the junior colleges will handle a 42 per cent share of the load at less cost. Thus, whether you like it or not, you are being dealt a big portion of the college load in this state. You will be expected to educate the vast majority of freshmen and sophomores in the years to come.

I must interject here my belief that you need to re-evaluate your traditional fear of state college encroachments on your potential bachelor-degree-bound students. That fear, it seems to me, is now anachronistic in view of what lies ahead.

Even at this point you already have enrolled in your colleges 73 per cent of the state's freshman and sophomore students in public institutions. You are getting the lion's share of the lower division students, including a goodly proportion of the most able students.

This is illustrated by the records junior college students have made in their junior and senior years in the state colleges and the University. So long as you offer excellent programs, you will be able to compete with the state colleges for the better students. This fact is reflected also in the state colleges whose upper divisions are

larger than their lower divisions. This difference will increase next year when new transfer admission requirements go into effect. Moreover, new state colleges will be slow to add lower divisions. Next year will see three state colleges operating without lower divisions, and they will continue to do so for several years.

On the other hand, I think it only fair to tell you that we do not plan any senior colleges nor do we plan to drop lower division work at existing colleges. The chairman of the University Board of Regents has made a strong statement saying the same thing for the University.

As you may know, the state colleges next year will start trial runs with college entrance examinations. With several years' experience in hand, we shall determine whether or not the tests will be used to further tighten our admission requirements. Already there are suggestions from many sides that the state college admission standards be raised. As our enrollments skyrocket and more tax money is necessary to meet the costs of schooling, the demand for higher entry requirements will increase. Should higher admission standards be set, the result will be to divert more high school graduates to the junior colleges for their first one or two years of college.

While we are discussing junior college-state college relations, let me comment on two other questions raised by members of your Association. First is the matter of off-campus centers. These are upper division, elementary school education branches of state colleges and are set up only where great demand can be shown. There are only three such centers in the state. I might add that they are closely linked to the local junior colleges and in

at least one case use junior college facilities.

Second is the standardization of basic procedures and practices among the state colleges. As I noted earlier, forces at work in California today dictate greater central control. Thus, the Department is working to provide basic uniformity among the 14 state colleges. At the same time, however, its purpose is to limit that uniformity so each college can develop its own regional character and differences.

One indication of greater control is the increased study to which the State Board is subjecting proposed state college curriculums. With a control board taking increasing part in control of this vast system, more uniformity can be expected. So the record shows the junior colleges in a state of transition because of the burgeoning dimensions of their role and because of the publicly accepted burden of higher education in California.

The Department's relations with the junior colleges have been changing at the same time. The record cited here today documents that change. It reflects the fact we recognize more clearly now than ever before our own role as the legally constituted leader at the state level for the 56 junior college districts.

The legislature has assigned the State Board of Education inclusive powers with respect to the junior colleges. Legislators have indicated in recent sessions the expectation that these powers will be more fully exercised. California's population growth and the increased complexity of public higher education in part account for this legislative attitude. The Board, in turn, has shown greater interest in the junior colleges and a willingness to fulfill its responsibilities to them.

The powers set out in the Education Code include, for example:

The duty of the Board to adopt rules and regulations fixing minimum standards entitling districts to receive state aid for the support of junior colleges.

The power of the Board to approve courses of study of junior colleges and to prevent apportionment of state funds by not approving courses.

#### BOARD APPROVAL OF JUNIOR COLLEGE CREDENTIALS

These Code provisions give legal substance to the State Board's position as the official statewide leader of the junior colleges. On the basis of these and other statutes, the State Board and the Department may be expected to provide stronger leadership in the future.

The actions of the State Board at its September meeting are evidence of this. There it passed, on your recommendation, higher standards for junior college students transferring to four-year schools. It also tightened requirements in the junior colleges by defining and limiting academic probationary status. Both proposals brought forth comments from Board members reflecting interest in helping you meet your problems and improving your institutions.

This brings us again to the matter of representation for the junior colleges on a statewide scale. The State Board can provide leadership through its powers of setting minimum standards, approving courses, and taking other actions. Representation, however, requires participation by members of the junior college districts. This, as I noted earlier, is a major junior college problem. With 63 junior colleges, 56 boards, 56 superintendents, and 42

presidents or directors, statewide representation is difficult.

Today there is no one voice for the junior colleges. No one organization directly represents all the junior colleges at the policy-making level. Your Association has done an excellent job of speaking for the junior colleges within the limits imposed on it by the nature of its membership. The Department's relations with it have been profitable and pleasant.

The fact remains, however, that representation to the same degree as that supplied by the state colleges and the University is not now available from the junior colleges. This is a problem I commend to your attention at this conference and for discussion beyond this hall with your boards and superintendents.

One answer to this dilemma, of course, would be to end the local character of the system and give it a statewide board. This is unlikely and, in my estimation, *undesirable*. Except for the one drawback, the present system has proved itself by ably handling the postwar population flood and should be retained. We, in the Department, believe the junior colleges are well represented with us since establishment of the Bureau of Junior College Education.

On the overall scene of public higher education, the State Department of Education champions a coordinating council composed of representatives of the State Board, University Regents, and local junior college boards. There has been opposition to equal representation for the three groups of institutions. In order to seek a workable solution, we have offered alternative plans, but every one of them has included junior college representation. We believe the case for your representa-



tion in the coordination of public higher education to be so simple in its logic as to be irrefutable. Teaching more than 50 per cent of all students in public colleges gives you a right to a voice in that council.

So this is the picture of the junior colleges today. They are operating in a fluid situation, one certain to be marked within the next few short years by many changes. Because of the population surge, the increasing tax burden, the rising value of a college education, and the spiraling cost of higher education, greater centralized control of the total higher education scene is needed. Meeting our particular challenge here in California demands it.

Within this changing picture, the junior colleges are experiencing change. Their broad path is clearly drawn for

them, but the details remain to be filled in. State aid in capital expenditures is ahead. Broader tax bases for junior college districts are certain. The continuing questions of admission and retention standards remain to be answered.

This future of change for all of California public higher education, and the junior colleges in particular, holds great expectations. A reading of your 49-year history, the state colleges' 97 years, and the University's 91 years leaves no doubt of that. Challenges to education in this state in the past have been met by amazing achievement. This challenge today can expect to be met by the same achievement except that it will find added to that answer a young and vital component—California's public junior colleges.

## Developing Student Leadership in the Two-Year College

DAVID L. McKENNA

THE PLANNED development of student leaders is often a neglected function of the two-year college. While increasing attention is being given to the formal training of administrative and faculty leaders, student leadership is still assumed to be developed by the spontaneous process of trial and error selection and the exposure to responsibility. Yet, experience shows that the quality of student leadership on the campus has a profound effect upon the tone of the curricular and co-curricular programs. Under a constructive leadership, the student body begins to identify with the purposes of the college and takes on a vigor of involvement which is as evident in the classroom as in the field house. A disinterested, nominal student leadership, however, has the effect of producing an anonymous group of educational objects who come and go at appropriate times but find their real interests elsewhere. Obviously, planned efforts to encourage positive action by student leaders are worthwhile.

The identification and development of potential leadership among the students are difficult tasks for any institution, but the junior or community college has particular problems which are inherent in its

structure. Prominent among these problems are the limitations of time imposed by the two-year period and the direction of student interests toward individual exploration and adjustment, rather than social action.

Like other kinds of leadership, the development of student leadership requires time for preparation as well as participation. While the two-year college permits the time for the identification of leaders, the four-year college frequently reaps the benefits. It is not unusual to see the maturing of leadership attitudes among junior college students coincide with the final semester before graduation.

Also, the purposes of the junior college experience are characterized by the introduction to higher education, the search for an area of concentration and philosophical decisions about values, vocations, and social responsibility. Thus, the freshmen are making adjustments to the new demands of college life and the sophomores are already shifting their allegiance to the next step—a four-year college, marriage or a job. The repeated result is that the student's interest tends to be directed toward solving his own problems rather than giving direction to student groups. Leadership, however, requires a time exposure to the goals of the college and the

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personal stability which makes sensitivity to group needs possible.

If the limits of time and interest are added to the lack of opportunity for the incoming freshman and the anonymity of the commuting student, the dilemma of having adequate leadership in the junior or community college is evident. While fulfilling the valuable functions of identifying and preparing students for leadership, the two-year college struggles with the developmental stages of the process and often suffers the results of a loosely-knit student organization which carries only the pretense of leadership. If this is the case, action needs to be taken to identify future student leaders early in their junior college careers and to provide some formal means to speed up their preparation for leadership.

Spring Arbor Junior College has attempted to confront this problem by initiating a Student Leaders' Conference prior to the opening of school in the fall. A group of approximately 24 students is chosen by a student affairs committee composed of student association officers and the Director of Student Affairs. The selection is based upon identifiable leadership qualities and includes at least eight of the incoming freshmen. Former students are chosen who already have responsibilities for leadership on the campus, such as executive officers of the student association, dormitory counselors, organization presidents and athletic team captains. Among the new students, the applications and recommendations for admission are carefully screened to locate those whose high school and community experience indicates leadership potential. The selected students then receive letters of invitation to attend the weekend con-

ference at one of the state park group camps.

The purposes of the Conference have been established with a specific aim toward the development of student leadership. These purposes are: (1) to orient the student to the general purposes and yearly goals of the college; (2) to teach the student the principles of effective leadership and to give him an opportunity to put these principles into practice; (3) to encourage student evaluation of the functions of the college in order to create cooperative interaction between the faculty and the student body; and (4) to provide a nucleus of student leaders who will assume responsibility for the direction of student activities and organizations.

While these purposes were originally conceived by faculty personnel, it was recognized that the students must take the initiative for the Conference if these aims were to be accomplished. Therefore, no more than four faculty members participated in the conference and their role was defined as that of resource persons. It was agreed among the participating faculty that student ideas, opinions, and criticisms would be accepted without comment even if a defensive response seemed justified.

The daily program of the conference included a strategic balance of business, recreation and social functions. An abbreviated agenda shows the pattern of the activities:

#### STUDENT LEADERS' CONFERENCE

*August 29—September 1*

*Friday, August 29:*

8:00 P.M. "Charting Our Course"

Welcome and Student Association Goals—  
Student Body President

Welcome and Institutional Goals—Presi-  
dent of the College

- 9:30 P.M. Social Hour  
*Saturday, August 30:*  
 9:00 A.M. "What Is a Leader?"  
 Report on the Studies of Leadership  
 General Discussion  
 10:30 A.M. Coffee Break  
 11:00 A.M. "What Are the Problems of Our Campus?"  
 General Discussion and Committee Ap-  
 pointments  
 2:00 P.M. Panel Discussion  
 "How Can We Improve the Academic  
 Quality of Our Campus?"  
 3:30 P.M. Swimming and Volleyball  
 8:00 P.M. Panel Discussion  
 "How Can We Improve the Social Quality  
 of Our Campus?"  
 9:30 P.M. Team Skits on College Life  
*Sunday, September 1:*  
 10:00 A.M. Worship—College Community  
 Church  
 2:00 P.M. Panel Discussion  
 "How Can We Improve the Spiritual  
 Quality of Our Campus?"  
 4:00 P.M. Summary of discussions and the  
 preparation of recommendations to the  
 Student Association  
 5:00 P.M. Evaluation of the Conference

Preliminary to all other discussions was the setting of the goals. In the first evening meeting the president of the college outlined the general purposes of the institution and the specific objectives for the coming school year. Immediately following his presentation, the president of the student body defined the functions of student government and listed its goals. The two talks were then coordinated by an open forum discussion about the student's responsibility for translating these goals into action.

The second general session was concerned with the topic, "What Is a Leader?" When the students were asked to define their idea of leadership, the majority of responses suggested the personal characteristics of a pleasing personality,

organizational ability and drive. With this background, a faculty member reported on recent developments in the study of leadership which stress the fact that leadership also depends upon the situation. That is, leadership will gravitate to the person who is most aware of the goals of the group, who is not sensitive to the needs of the individuals in the group, who can analyze the problem situation, and who can create a solution to the problem.

This discussion took place prior to a "brainstorming" session in which the group identified a number of specific problems in campus life which ranged from library usage to school spirit. Because the college lists its purposes according to academic, social and spiritual functions, the problems were placed into one of these three areas. Each student was then assigned to a committee which was to analyze the problem and prepare recommendations for improvement.

The panel on "How Can We Improve the Academic Quality of Our Campus?" dealt with the problems of classroom procedures, personal initiative for study, meaningful homework, study habits and the grading system. Another panel discussed the improvement of the social quality of the campus by suggesting solutions to such problems as the public show of affection by couples, recreational facilities in the student lounges, support for athletic teams, group activities for non-dating students, and dormitory-community student relationships. The last panel was concerned with the improved quality of spiritual life on the campus. Problems relating to spiritual maturity, religious discussions, and student participation in the weekly vesper hour were voiced. After each panel presentation an

equal amount of time was reserved for further exploration of the problem by the Conference group. Also, emphasis was placed upon the development of concrete suggestions for the improvement of the problem which could ultimately be phrased in the form of a recommendation to the Student Association.

The final session of the Conference was organized with the student association president in charge of hearing formal recommendations from each of the committees. Fifteen recommendations for the improvement of the academic, social and spiritual life of the campus were heard and approved. While the recommendations were first presented to the student government group, a number were referred to the faculty, some to the dormitory councils and others to faculty and student committees.

The students were also given an opportunity to evaluate the Conference and to decide whether or not plans should be made for another year. There was unanimous consent that the meetings were valuable and should be continued. However, they felt that the evaluation period was premature because the outcomes of the Conference could be appraised only after the recommendations had been put into effect and the school year had progressed to the point where the quality of student leadership could be judged. Consequently, a follow-up evaluation meeting was planned for the month of November. At a special dinner, the participants met to review their recommendations and to determine whether or not the Conference had significant results. The consensus was that the Conference had created a new tone and consciousness of leadership responsibilities among the students.

Furthermore, the student association had been stimulated to take aggressive action in student life activities and to feel a new sense of mutuality with the faculty in planning and working toward the accomplishment of the goals of the college. Finally, the students agreed that, for the first time, a new initiative to leadership had been discovered among the college freshmen. By identifying the potential leaders among the new students early in the freshman year, a marked improvement was expected in the continuity of persons and programs between the freshman and sophomore years.

Of equal significance was the establishment of a monthly Student Round Table discussion which continued the kind of analysis and problem-solving which was begun with the Conference. The Round Table has become the students' advisory group to the president of the college and has assumed a role which is comparable to the Advisory Committee of Board of Trustees and the Administrative Cabinet. Another outcome of the Conference has been to place a student representative elected from the Student Association on each faculty committee concerned with the area of student affairs. Thus, the students have a continuing voice in committee decisions relating to the activities calendar, religious life, social life and athletics. And now, consideration is being given to expand this representation to the faculty committees concerned with academic affairs.

The Second Student Leader's Conference was held at the beginning of the 1959-60 school year. While the program was varied to include new facets of leadership functions and the focus was directed toward different kinds of problems, the



results have been similar. Student Association leaders make frequent reference to the purposes of the college and propose actions which suggest that they feel an integral responsibility for making these purposes functional in student life activities. Furthermore, the tone of their enthusiasm discloses a new importance

which has been attached to student leadership on the campus. But, of greatest value, is the fact that capable students have been identified early for positions of responsibility and have been encouraged to make leadership an important part of their educational experience.

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### **This I Tried and Found Helpful**

#### **Effective Use of a Manual of Style**

Laura M. Barnes, Fisher Junior College, Boston, Massachusetts

At Fisher Junior College all incoming students are given the Greene-Stapp Language Abilities Test before being assigned to any classes. The raw score and percentile of each student is recorded, and the list is available to all instructors of English. Students are assigned to classes according to their ratings; classes of the more proficient students can cover the course more rapidly and be given more advanced work, while the less proficient can cover the fundamental requirements of the course.

The first semester is devoted to a review of grammar with emphasis on sentence construction rather than upon parts of speech. In addition, some composition is studied, especially that which deals with punctuation. When the student finds that the purpose of the grammar review is two-fold, i.e. correct speech and preparation

for transcription, there usually develops new interest.

With transcription comes the necessity of the student's knowledge of punctuation. While the grammatical constructions with the correct punctuation are being studied during the first semester, a mimeographed set of all important rules with examples is given to every student, English teacher, transcription teacher, and typing teacher. These rules must be followed by everyone during the two years at Fisher. This is not only beneficial to the students but to the teachers as well. In mimeographed form, the sets can be kept in notebooks and so carried easily from one class to another. Students take them out into business, and quite frequently requests are made by former students for up-to-date copies. This is one method of correlation between subjects.

## The Junior College as a Community Art Center

MARJORIE BEVLIN

A JUNIOR COLLEGE functioning as an art center for the community presupposes a considerable physical layout with ample studios and extensive equipment where groups of varying sizes can work creatively throughout the day and evening. Unfortunately, in these days of burgeoning enrollments and increased emphasis on the expansion of so-called "basic education" many junior colleges, particularly the newer and smaller ones, do not possess such Elysian prospects for fine arts. Yet the potential is there for a tremendous influence on community life and can be developed without either extensive physical plant or numerous faculty members. The answer to being a vital part of community life in any field lies in bringing the community to the college wherever possible and, when it is not possible, taking the college influence out into the various facets of the community.

Otero Junior College, formerly La Junta Junior College, was in existence for 13 years before any art courses were offered. Situated in La Junta, Colorado, a town of 7,000 people, the college had served mainly as an educational center for the Arkansas Valley, a rich agricultural area. The flavor of La Junta itself, however, had long been determined by

the fact of its being an important junction point for the Santa Fe Railroad. Railroad employees were even more numerous in the population than ranchers and farmers. What interest was shown in art was limited to exhibits brought in by the Koshare Indians, a Boy Scout troop dedicated to preserving Indian traditions which has won national attention with its authentic Indian dances, and to occasional faint rumblings in the form of widely separated exhibits in which local residents were invited to show their work—and few did. The seed of interest was there, evident enough to provide a hope but small enough to present a genuine challenge.

The establishment of a fine arts department at the junior college was planned as a vital movement which would permeate the lives of people throughout the Arkansas Valley. However, according to the first enrollments, it was obvious that this accomplishment would take generations if it depended upon the five or six students who would study design or drawing or art appreciation each year. Some sort of dramatic evidence was necessary to awaken the residents to the fact that art had been injected into the Arkansas Valley and that the Valley, consequently, would never be the same.

A quick look at the local, almost feverish, enthusiasm for high school football provided the clue that the quick route to

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adult interest in any activity was most apt to be through the participation of the young. With this in mind, the junior college fine arts department inaugurated the annual Arkansas Valley School Arts Festival, a competition for junior high and high school students throughout the Valley.

Held on the campus each year in April, the festival was organized into seven categories under the general headings of fine arts and crafts. Fine arts included oil painting, watercolor, and prints and drawings, while crafts covered leatherwork, metalwork, woodcarving, and miscellaneous crafts. The crafts categories were kept flexible to fit the output of the students in the vicinity: When Rocky Ford High School, ten miles away, engaged in a frenzy of rug-making, a special textile category was substituted for the metalwork where entries had been primarily hammered copper plaques made from patterns which were not acceptable as the original creative work which the festival was intended to stimulate.

After considerable deliberation it was decided to award prizes in each category—\$3.00 for first place, \$2.00 for second place, and \$1.00 for third place, with a grand prize of a scholarship to Otero Junior College for a student showing unusual ability in both arts and crafts. The Koshare Indians provided the money prizes, thus helping to establish the festival as a community project from the outset.

Art educators are frequently vehement in their objections to the whole idea of remuneration for child art, stressing the cruelty of competition and the possibility of wreaking discouragement fatal to some budding talent. The fact remains, how-

ever, that there is no incentive to respect for the finer things equal to the presence of tangible remuneration. Even a dollar award created a new outlook for many a fond parent who had previously regarded art classes as a kind of glorified play school, and the judges sprinkled gold stars for honorable mention with a liberal hand so that any child entering several pieces inevitably received recognition of one kind or another. Many of the students commented in amazement that it had never occurred to them their art work was of any value and even the recognition accorded to classmates provided a real stimulus for serious effort in the year to come.

The judges played one of the most important roles in the entire art program. Each year the junior college was fortunate in enlisting the interest of an authority in the field of art—such people as Clayton Staples, formerly head of the art department at Wichita University; Leone Kahl, director of the Stables Gallery in Taos, New Mexico; Ann Jones, professor of art education at the University of Colorado; and Arthur Merrill, well-known Taos artist and teacher. The devotion of the judges in their five- and six-hour ordeal of soul-searching elimination was an inspiration to everyone connected with the festival, and frequently they were able to stay over to make the awards in person and to talk to the college art classes on Monday, thus injecting inspiration and a glimpse of the professional art world that stimulated the entire community.

The first School Arts Festival had 156 entries from three towns; the second year the entries had leaped to 318. By the arrival of the fourth festival two towns had put in high school art departments

for the first time, one of them 100 miles away started by an Otero Junior College graduate. Teachers up and down the Valley were watching each other's entries with interest, alert for new ideas and techniques. The reception honoring the exhibitors, their teachers, and their families provided an opportunity for widely separated teachers to visit and discuss procedures and gave students a social function entirely in their honor, set on a Sunday afternoon when there was likelihood of good community attendance. The exhibits were left on display all week and teachers were encouraged to bring their classes to see them. Buses brought groups from outlying communities at all grade levels to augment the La Junta children who trooped to explore the show on foot.

Community art interest developed naturally in the wake of the School Arts Festival and clearly pointed the way for the next steps to be taken by the junior college. Elementary school teachers became eager to prepare their students for junior high school and asked for classes in techniques and crafts. Accordingly, an evening workshop in art for elementary teachers was held at the college. Spurred by the output of the high school students, adults gave expression to their suppressed urges to try painting in oil or watercolor, and they were welcomed into the regular college painting classes where all instruction was on an individual basis. An annual La Junta Artists' Exhibit was started on the campus with an opening tea that was presided over by the town's leading citizens and given enthusiastic coverage by the local newspaper. The turnout at these exhibits was the largest for any art event all year. Some of the "artists" visited the

exhibit every day to view their own paintings.

As a source of inspiration for the newly aspiring artists of the community, a monthly schedule of exhibits was set up on the campus, with exhibits being brought in from the famous art colonies in New Mexico, from artists' guilds in Denver and Boulder, Colorado, and from groups such as the Associated Women Artists with headquarters in New York. No exhibits were rented; all were obtained by paying shipping expenses one way. Considerable publicity was accorded the exhibits in the local press, and each student taking an art course was required to write a critique of every exhibit shown. Discussions were held in class, and the students who "couldn't see anything" in the contemporary paintings in September were finding interesting features in nearly every work exhibited in April. The appreciation class that started with five students within four years was moving in chairs to accommodate a group of 35.

Each year is climaxed by the Student Exhibit showing the work of the junior college students. This project is given the full treatment, with formal printed invitations for townspeople, printed programs designed by a student, and a tea and reception honoring exhibitors. The objectives are two: to show the community what the junior college is accomplishing and to give the students the deep satisfaction of seeing their work professionally exhibited. Particularly for those continuing in the field of art, this is a boost of inestimable value.

Now in its fifth year, the fine arts department at Otero finds support and interest in the community that did not seem possible at its inception. The physical or-

ganization still consists of one large room divided into two parts, a painting and drawing studio and a ceramics laboratory. Other classrooms are borrowed for large lectures. The exhibit facilities are crowded, and the need for expansion of wall space is growing urgent. Eight different courses are taught each week and, more vital, the importance and dignity of the fine arts are being felt throughout the community.

New homes are being built showing

taste and imagination, furniture stores are featuring merchandise comparable to that shown in the high style magazines, a new city hall with its tasteful landscaping is a civic joy. All of these things cannot be attributed to the junior college, of course, but it does provide a subtle influence, a gradual permeating of the community with a new flavor that marks it as a place where people not only make a comfortable living but feel the necessity for depth and color and graciousness as well.

# The Impact of Population Changes On Enrollments and Standards\*

JOHN LOMBARDI

## ENROLLMENT TRENDS

IN 1958-59 the Los Angeles City College enrollment and average daily attendance (a.d.a.) declined slightly, reversing a trend toward increase that extended back to 1953. Most of the decline can be attributed to the increased emphasis on scholarship. Students seem to be dropping more courses as they realize that instructors are determined to maintain high standards. The disqualification of 2,300 students the summer before last had its effect on our enrollment, but this is not the whole story.

Our growth since 1953 has been slow and unspectacular. While our a.d.a. has increased by 35 per cent, that of other Los Angeles junior colleges has been much greater, 66 per cent for Pierce College and Valley College (both in San Fernando Valley) and 75 per cent for Trade Technical College (in downtown Los Angeles). There are several explanations for this comparative lag. The rate of growth rises more slowly for a large, long-established school than for a small, recently established college. Also, on more than one occasion our extended-day en-

rollment reached the saturation point in rooms, and as a consequence prospective students were unable to enroll.

The number of graduates from our contributing high schools is an important influence on our present enrollment situation and, as well, on the probable trend for the immediate future. An analysis of the graduating classes of the ten high schools from which we draw the largest number of students reveals that since 1953 the number of graduates increased from 5,607 to 6,539, or 17 per cent. In the rest of the city high schools, the increase was from 8,859 to 12,404 or 51 per cent. These trends, slow growth for the central area high schools and rapid growth for the other high schools, will continue since all the new high schools are being built outside the area surrounding our college.

How much influence social factors may have on our enrollment is more difficult to assess. Some parents and students consider college a place for acquiring other assets besides an education. Because a good many of our students are drawn from depressed areas, students from the more affluent sections may be deterred

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\* Abstracted with slight changes from "A Report to the Faculty of Los Angeles City College" by John Lombardi, President, September 11, 1959.



from coming to City College. We do not seem to be attracting the number of students from certain high schools that we should under normal circumstances. This situation is not serious at present but it may become so in the future.

In brief, the three major factors accounting for the slight decline in our average daily attendance last year and for the relatively slow rate of growth in prior years are (1) our emphasis on scholarship; (2) the decline in school-age population in our area; and (3) the effect of social changes which have been concomitants of the shift in population.

#### DEMOGRAPHIC CHANGES

The area from which we draw our students has undergone demographic changes. Until recently, the central and downtown areas declined in population during a period when the rest of the city was experiencing its greatest rate of increase in years. Coincident with the decline, a change in the composition of the population also has taken place. Large areas, once choice residential locations, are now occupied by recent arrivals neither so blessed with large families nor so well endowed economically or educationally as those whom they replaced.

Our enrollments have reflected this change. Studies of scholastic aptitude confirm the observation made by many of our instructors that our students are not equal in academic ability to those of ten years ago.

In another respect, also, the composition of our student body is changing. We are in the midst of an ethnic transformation which has brought to us large numbers of students comprising many races, nationalities, and religions. Statistics on

the color, nationality, or religion of our students are not available because legally we cannot inquire into these matters. The heterogeneity of our student body, however, is readily observable. Without refining our divisions too minutely, we know that the major ethnic groups consist of Caucasians, Negroes, and Orientals. Within each category there are sub-groups.

Without any prodding or exhortation, all the different groups study side by side with exemplary discipline. Visitors to our campus often stop to observe the movement of students and express surprise that they go about their business without concern and oblivious to the diversity.

That we have some self-segregation outside the classroom is obvious to anyone who walks by the west end of the Student Union Building, where Negro-American students congregate, or the southeast part of the Administration Building, where Japanese-Americans gather together. Such self-segregation is probably a natural phenomenon among members of minority groups because they find security in associating with their friends and acquaintances, although, oddly, this self-segregation is more prevalent among the large groups than among the small groups such as the Mexican-Americans or the foreign students on visas.

Our faculty and other staff members are sympathetic, understanding, and considerate of the aspirations of all the diverse, and often underprivileged, groups. They recognize—as they did even before such large numbers were on campus—that ethnic variety brings a wealth of stimulating cultural experiences. Many sponsor cultural clubs and activities to

take advantage of particular talents of these students to upgrade existing courses and to introduce new courses, such as language courses in Japanese, Chinese, and Hebrew and the course in political science called *The Modern Far East*. That we have avoided segregation can be attributed to a fine spirit among our faculty and to the absence of prejudice.

A letter from a former City College instructor brought this forcefully to my attention. The instructor wrote:

... I did enjoy my experience at City College. I'm sure there is no other place like it in the world. Such a melting pot, such a challenge, such vast numbers, and yet such an intimate relationship between teacher and student... what an assembly line atmosphere I had anticipated and how pleased I was to find that the teachers, for the most part, *do* feel sympathy and understanding for their students.

Our success in integrating the diverse groups should not blind us to the possibility of misunderstanding by students and by persons outside our campus. A few students are not above using alleged discrimination as an excuse for poor grades, for disciplinary difficulties, or for failure to obtain scholarships, jobs, or other desirable ends. The number of such instances is small, but it takes only one with a plausible set of circumstances to give us trouble. When an outside agency or individual acts as a friend of the aggrieved, the alleged incident may become a *cause célèbre* magnified out of proportion to its significance. Since 1947, all but one of our encounters with representatives of racial and religious minority groups have ended satisfactorily.

In relating this, I am not asserting that our faculty, administration, and clerical staff are always right. Mistakes—usually

slips of the tongue—have been made and, in each instance that has come to my attention, apologies have been offered.

If our record has been so good, why do I spend time talking about so obvious a phenomenon as ethnic diversity among our students? My primary purpose is to bring into the open a topic which is absorbing privately the attention of so many of us. I believe that a situation which is discussed openly loses much of its portentous quality and enables us to deal with problems arising from it with understanding, intelligence, and judgment. Also, I wish to reaffirm our policy of equality of opportunity for all our students. The only discriminatory qualifications we recognize for participation in our educational program, student productions, athletics, club activities, and job placements are merit and sometimes sex, as in our courses for dental assistants and women recreational leaders. Likewise, I also wish to emphasize that we must apply the same scholarship standards to all. We must eschew any tendency toward sympathy grading on the basis of minority or underprivileged status.

Much of the private discussion concerning the effects of this diversity on the fortunes of our college is speculation, negative in character and pessimistic in tone. Some dread the thought of a college filled with mediocre students; others fear the specter of a segregated school.

It is natural for us to be filled with forebodings because of what is happening in certain elementary and high schools in Los Angeles, Chicago, St. Louis, New York, and Philadelphia. While it is possible for us to suffer the same fate, it is not inevitable. True, we must accept all high school graduates who apply, but

we are not compelled to retain those who are unwilling to study or incapable of doing the work we offer. We must "cultivate the ideal of excellence while retaining the moral values of equality." (Rockefeller Report 1958.) We can chart a course, which I shall describe later, that will enable us to avoid the Scylla of mediocrity and the Charybdis of segregation.

The statements I have made or will make concerning the capability of students or the relative standing of high schools with respect to intelligence or aptitude of students are observations of conditions today. I do not imply that what is true today of any student group or high school is a permanent or an inherent condition. Neither am I using the Aristotelian rationalization that some groups are witless by nature and others are intelligent. I believe that in time today's less privileged groups will make the same advances socially, economically, and educationally that our older immigrant groups made in a previous era.

#### FUTURE PROSPECTS

What are the prospects for the future of our college? The best omen for our future is the slight but positive evidence that the trend from the city to the suburbs has been stemmed, if not reversed. The new multiple-family apartments which are replacing the old single-family dwellings are attracting many people to the area. Also attracting residents to the central area of Los Angeles is the establishment of a large number of headquarters of financial, insurance, and industrial firms. There are plans for a residential redevelopment of the Bunker Hill area in the city's core east of Los Angeles City

College and for a large apartment development on Wilshire Boulevard, west of the College. Although we cannot expect to observe immediately the effects of these changes, we believe that they will be beneficial.

The future of our college is also dependent upon the Los Angeles Junior College District's plan to open within the next five years at least two new junior colleges and to select sites for others. One college, South Central, is to be located on a site already owned at Imperial and Western, many miles south of here, and the other, West Los Angeles, will be located somewhere in the western part of the district limits. When both new colleges are operating, an estimated 1,800 students now coming to City College may go to the new colleges. However, the predicted increase in enrollment in the high schools from which we now receive students is expected to more than compensate for such loss. In any event, the effect upon us will be gradual, extending over a period of years. We shall have time to make the necessary adjustments if a decline should result for us. In this connection, I should state that our district policy—unlike the University and state colleges' policy—is to place a top enrollment of 10,000 on each junior college.

Taking all factors into consideration—low rate of population growth, increasing percentage of high school graduates entering college, continued large enrollment of students from schools outside our area, maintenance of present scholarship standards, probable redevelopment of depressed areas, opening of new junior colleges—our enrollments during the next three or four years should hover around

the 9,000 mark for day and a like number for extended day.

If our concern for the future were mainly with enrollment, we could relax. Max Weber's remarks a few years ago that "the certificate of education becomes what the test for ancestors has been in the past" still holds true and insures a constantly increasing flow of students to college. We may not experience a rapid rate of growth, but neither will we witness a precipitous decline. However, there is more to a college than numbers. Size has given us a certain acclaim, but size in itself does not make a distinguished college. Size is not equivalent to excellence, even though it may be a national illusion to think so. All that size does for us is to make possible the attainment of desirable qualities that mark an outstanding institution.

We shall make a serious error if we fail to recognize the signs of mediocrity which are assailing us: (1) for several years the performance of our students at the University of California has remained stationary despite our efforts to raise our grading standards. (2) No appreciable change in the average aptitude of our entering students is apparent this semester, nor is any expected soon. Approximately 38 per cent of this year's class were required to take our English fundamentals course because of low scores on our entrance test. (3) Our greatest rate of increase in number of freshmen seems to be from high schools whose students have low average scholastic aptitude. Conversely, we have not received from those contributing high schools whose students have high scholastic aptitude an increase proportionate to that from the other high schools. (4) The opening of a junior col-

lege in the west section of the city may affect the academic quality of our students since it may draw from us the well qualified students.

We have the means to counteract these adverse influences on the future of our college. First, let us recognize that while the number of poorly prepared students has increased, so has the number of well prepared and well motivated students. The warning for us is not to permit the former to set the pace in our classes. A high standard of achievement in every class is essential if we are to retain our position as an outstanding college. I cannot overemphasize the importance of excellence in our class work. Any slackening of effort here will be disastrous for us.

A second means is our curriculum. Our size—this is one place where size has virtue—enables us to offer as complete an undergraduate program as may be found in any junior college and in many four-year colleges. We offer advanced courses in many sequences every semester, as well as during the summer session. Likewise, we have a large variety of offerings in subjects that do not require sequences. Our occupational curriculums are varied and representative, with a few not offered elsewhere. Since we know these assets attract good students to our campus, we must capitalize on them.

A third means which is not yet widely adopted is selective admission practices. Too many students are permitted to enroll in courses and curriculums for which they do not have the prerequisites or the aptitude. As a consequence, the dropout and failure rate in some courses is abnormally high. Our experience with English and with some of our two-year occupational curriculums indicates that

selective admission results in a teaching situation which benefits the students and revives the instructor's faith in his chosen work. Selective admission practices do not just happen. Some initiative and ingenuity are required to achieve reasonable success.

In making this plea for more selective admission to courses and curriculums, I am not advocating any deviation from our policy for admission to our college. Aside from the fact that we are required by state law to admit all high school graduates, I concur with the observation that "the best system (in a democracy) is to allow all well motivated and reasonably intelligent youth an opportunity to succeed." While we have used and will continue to use tests for assisting students, "the proof of ability is in the trial of it—and there is less rebellion and frustration, bitter though it may be, toward the attempt that fails than there is toward the social order which denies the individual's right even to make the attempt."<sup>1</sup>

This, then, is the course we should follow to counteract the forces that are a

drag on our college. The primary emphasis must be on excellence regardless of its effect on enrollment. In addition, we must continue to offer advanced courses in sequential subjects, a variety of courses in which sequence is not a determining condition, and unique occupational curriculums. We must maintain our reputation for thorough preparation of majors in preprofessional curriculums. Our educational program must have substance, breadth, and depth.

The question is not, can we overcome the serious handicaps that beset us, but do we have the will to do so? An affirmative answer was implied in my previous statements. My optimism concerning our future is based upon the fact that we have a faculty interested in students, alert to the best techniques of instruction, intent on keeping abreast in their respective disciplines, determined to maintain high standards of scholarship, and dedicated to the furtherance of junior college education. Because of this, I look forward to a future fraught with many serious problems, but a future that will find us in the forefront of junior college education. We can shape our destiny in our own image.

<sup>1</sup> Virgil M. Hancher, "The Challenge We Face," *Educational Record* (January, 1959).



## Needed Research in Junior College Student Personnel Services

LOUIS L. KLITZKE

THE GRADUATE student planning to go into or remain in the field of the junior-community college soon asks himself a perplexing question: "Why should I spend time learning a procedure that is de-emphasized in my field?" Research is required of graduate students but is not necessarily a job requirement for two-year college personnel. Basically there are two possible approaches to this problem. One is to prune the research requirements of graduate work of those planning to work in junior colleges. The other is for junior college educators to re-evaluate the function of research in their institutions and encourage or instigate needed research by including such activity as a part of an appropriate department's responsibilities. This article is in agreement with the latter approach.

The junior colleges across America take pride in providing quality teaching. This is as it should be. Research by faculty members is sometimes de-emphasized under the assumption that it and teaching do not mix. This assumption can become a dangerous extreme if junior college officials come to believe that research has

no place in the individual institution. Practical, coordinated, systematic research is vitally necessary for the survival of quality of instruction on the two-year college campus. In a recent issue of this journal, C. C. Colvert substantiated this point of view when he urged college faculties, administrators and members of the American Junior College Association to suggest and promote ideas for research which is needed more now than at any other time in the history of the junior college movement.<sup>1</sup>

But, if junior college research is a necessity, whose responsibility is it? The administration's? The faculty's? The education division of a senior college or university?

Ruth Strang writes that research has long been a major function of student personnel services workers.<sup>2</sup> Is this true of the two-year college also? The student personnel services worker is often expected and asked to do research, sometimes individually and sometimes as a leader of an action-type research group. Why not, then, include this responsibility

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<sup>1</sup> C. C. Colvert, "The New Research and Service Commissions," *Junior College Journal*, XXX (October, 1959), p. 63.

<sup>2</sup> Ruth Strang, "Personnel Research—Theory and Practice," *Journal of the National Association of Women Deans and Counselors*, XXII (June, 1959), p. 61.

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as a definite part of the role of the student personnel department?

The future development of junior colleges could show an increase in the centralization of research responsibilities into the student personnel services departments of junior colleges. Such a change would serve to release faculty members from committee responsibilities that take them out of the already crowded classroom. The de-emphasis of research does not logically apply to the student personnel services department of the junior community college. Therefore, graduate students preparing for future work or advancements in this specific field need to learn and practice good research techniques by choosing a problem to study and eventually writing about it.

In reviewing research and reports of studies, corresponding with prominent persons in the field, talking with junior college acquaintances, all in an effort to delimit a problem suitable and acceptable for a dissertation, this author has had experiences that may be of value to others. Both graduate students and field workers have the common problem of needing to know the areas of the two-year college that have not yet been sufficiently researched. This article is an attempt to relate the findings of one person on needed research in junior college student personnel services. It is based upon the writer's experiences as a doctoral student and several years of work as a dean of students in a two-year college.

#### GENERAL AREAS OF NEEDED RESEARCH

Students of the American two-year college often have a general idea of research areas in which they are interested but need information as to the important

questions within the interest area. The organization of the following needed research is based upon general "interest areas" of student personnel workers as outlined by Ruth Strang. The reader will need to apply his own experiences and interests to the stimulus questions presented in each of the areas to derive useful, practical, and specific research topics. There is no guarantee that research has not been completed in these areas. It is believed, however, that more research and, in some cases, continuous study is necessary for complete understanding. The needed research is herein organized in the five general categories or "interest areas" of (1) individuals, (2) groups, (3) students and parents, (4) staff, and (5) lay public.

#### INDIVIDUALS

The specific psychology of the junior college student is not clarified or understood. Much research has been completed on isolated aspects of the individual student. For example, comparison of the transfer student with the native student was very popular during the period from 1929 to 1939. It will no doubt be needed again in view of recent trends to emphasize the transfer function and its importance in meeting future demands for higher education. The transfer function also becomes a part of providing such opportunities under the more recent terminology of the "democratizing function"<sup>3</sup> of a two-year college.

Information is needed on why some students choose the junior college when their classmates and friends choose a

<sup>3</sup> Tyrus Hillway, *The American Two-Year College* (New York: Harper and Brothers, 1958), pp. 82-83.

senior institution. Not enough is known about the individual's changes in attitudes, beliefs, and abilities after he arrives at the junior college. When the transfer function is over-emphasized in a two-year college, serious miscounseling, either direct or indirect, may take place. For example, what are the influences upon the student's self-concept of some junior colleges' philosophy that "all students have the right to fail"? What is the college's responsibility when he does fail?

The student personnel department of the junior college sometimes overlooks the importance of the follow-up graduates or leavers as a means of evaluating the college and as a responsibility to the individual. Just how good and how successful are the products of a region's junior colleges? Of a particular institution? How many former junior college students make successful lawyers, doctors, nurses, teachers, mechanics, gunsmiths, or succeed in any other vocation or profession of interest to the researcher? And an even more perplexing question might be, "Why are these students successful or unsuccessful?"

There have not been many developmental studies pertaining to junior college students. While this method is difficult to control since the sample may dwindle or even disappear, the results of a patiently and properly conducted study would reveal more usable results than the cross-sectional approach. For example, understanding of transfer students would be enhanced considerably if a longitudinal approach were used in starting from the junior or senior year in high school and following the same individuals through four years of college, two of which were in a junior college.

Another method seldom used by researchers wishing to relate their work specifically to the junior college is the case study. The scientific record of individual junior college students' lives via case studies would contribute valuable and justifiable information to the knowledge of the psychology of such students.

The two approaches mentioned above, developmental and case study, would lend themselves particularly to the following research needs concerning the individual junior college student:

- a. Recognition of the complexities involved in attempts to predict behavioral performance of students
- b. Recognition of the patterns of behavior rather than isolated characteristics
- c. Studying patterns of behavior to determine their causal relationships with different environmental aspects of the student's life
- d. Studying the psychological concepts and attitudes of students
- e. Studying needed counseling technique changes and differences due to differences between two-year and four-year college environments or due to differences between individuals on these two types of campuses
- f. Determining the needs of individual students pertaining to vocational, educational and personal problems
- g. Determining what is revealed in follow-up studies that will help future students
- h. Studying the influences of procedures in terms of purported objectives. These procedures could include such things as orientation practices, counseling techniques, curriculum patterns, etc.

Since the beginnings of the humanistic movement over 400 years ago, writers have urged the more humane consideration of women. The potentialities of women students are not being adequately considered today. Preconceived ideas of the place of women cause counselors and college faculty members indirectly to de-

grade the woman's function in the vocational and professional world. The abilities and opportunities of women junior college students need investigating.

#### GROUPS

Student relationships in groups may be varied if the individuals themselves are dissimilar or if the groups have different purposes and functions. What are the differences between two-year and four-year college student councils for example? What student activities are of value to the education of junior college students? What relationships between students and faculty members enhance or hinder the education of junior college students? What are the influences upon students of various activities? policy changes? policy enforcements? increasing enrollments?

Many questions need to be answered by research in the area of student groups and group relationships. There is a correlation between this area and research on the individual student. Specific questions to be considered are:

- a. What group counseling techniques are effective in junior colleges as means of guiding increasing numbers of students?
- b. Are standardized test results of junior college students different because of attitudes and reactions to test items? Should the building of tests take this into account?
- c. What criteria and procedures are effective in evaluating student organizations?
- d. What are the attitudes of students toward leadership organizations, such as student councils?
- e. How do the organization and operation of junior college activities differ from senior institutions due to differences in amount of student experience and age?
- f. What is the status of student-faculty committee membership combinations in junior colleges? What are the problems of such

committees caused by having both faculty and students as members?

- g. What are the functions, purposes, and extent of regional organizations of junior college students?
- h. What is the status of "town and gown" relationships and community problems involving junior college students?
- i. What is the status of specific junior college organizations? The history of various junior college organizations such as agriculture clubs, student councils, science clubs, scholastic honor clubs, etc. would be of value in the understanding of the function and organization of these activities.

There has been little emphasis placed upon the historical approach to research in the student personnel services departments of junior colleges. The historical background and present status of existing group organizations would be of extreme value to understanding the entire American two-year college picture. The movement is young enough so that many primary sources still exist and are available. Such will not be true in another 25 years or more. The building of new campuses, expansion programs and the careful utilization of time and space of the next several years will cause the loss of many valuable records and documents.

#### STUDENTS AND PARENTS

The basic purposes and functions of the community college infer the need for research in this area. It is logical to anticipate even more public and professional questioning of the "democratizing" function of the junior-community college in a time when enrollments are increasing faster than facilities, personnel, and programs can be built or expanded. Some self-criticism has taken place, more is needed.

- a. Does the "college-at-home" purpose of the two-year college oppose a natural late adolescent desire to leave home? In this regard, what is the justification for "on campus" services such as dorms and health services?
- b. What is the best relationship procedure to establish between the student personnel services department and the parents? To what extent should junior college students be regarded as adult and capable of handling their own affairs?
- c. What procedures are being used to inform parents and former high school officials of student progress?
- d. Does the alumni association have a legitimate function in a junior-community college?
- e. To what degree are junior college student personnel service department facilities made available to parents and high school officials?
- f. What is the role of the student personnel services department in relation to part-time, extended day, and adult education students and programs?

## STAFF

Research interest has been shown in the staff of junior college student personnel services, especially in the general philosophy and administrative organization.<sup>4</sup> Various researchers have been concerned with the training of student personnel workers, supply and demand of workers, and job analysis of specific positions. Increasing enrollments are causing a need for up-to-date information. Experienced persons in the field expect changes affecting the lives and work of all personnel. With enrollments increasing at a rapid pace since 1945, it seems expedient that studies be made to determine changes

caused by these increases in order to anticipate future alterations.

- a. What influence have increased enrollments had upon the working conditions of junior college student personnel services workers?
- b. What have been the major changes in organizational procedures and policies in the past 15 years and how will these affect the future?
- c. Why do student personnel services workers leave junior college work? What are the reasons for their choosing this field in the first place? For staying in the junior college area even when qualified for senior institution positions?
- d. What personality characteristics and specific abilities are common among successful junior college student personnel services workers? How can these characteristics and abilities be measured and strengthened.
- e. How do administrators, deans, faculty members, and students evaluate the success of personnel workers? What criteria are justifiable in such evaluations?
- f. What is the present status and future outlook for professional opportunities of student personnel services workers in two-year colleges?
- g. What recruitment procedures are effective in securing potentially good personnel workers. What are the criteria of selection that correlate most with aspects of field success?
- h. What is the role of research in the job analysis of positions within the department? What is the extent of research responsibilities in junior college student personnel services departments?
- i. What refinements of research techniques and statistical procedures are necessary to make the study of junior college problems more accurate and acceptable?
- j. How can student personnel workers' professional standards and ethical behavior be better defined?
- k. How can utilization of personnel be improved? This would include the identification of areas of duplication, overlapping, and various other inefficiencies.

<sup>4</sup> C. C. Colvert and H. F. Bright, "Research Problems Preferred by Junior College Administrators," *Junior College Journal*, XV (February, 1950), pp. 350-354.

Several years ago, Colvert and Bright surveyed 192 junior college administrators to determine areas of needed research and the research methods considered preferable. Evaluative studies seemed essential in 1950 and many would agree that they are necessary today. Needed research areas were found to rank as follows: Organization and Scope; Orientation Programs; Procedures in Counseling; Relation between Guidance Program and Quality of Total Program; Community Service Responsibilities; Checklist for Self-evaluation Studies; Test Use; Placement and Follow-up; and Activities Programs and Problems. In 1946 Koos reported about the same order of need as seen by junior college administrators.<sup>5</sup> However, it must be remembered that these studies did not recognize faculty, counselors, or other personnel services workers as persons aware of research needs. It is possible that personnel actually working in the specific area would rank research areas different from the way chief administrators would rate them.

Staff members often have responsibilities concerning part of the curriculum, such as the orientation program, study courses, remedial program, and the regular academic program. With the two-year college functioning as a screening institution (whether or not this is desirable),<sup>6</sup> a heavy emphasis is placed upon personnel service staff members to know and use the best guidance and counseling pro-

cedures. Evaluation of all services is a necessity if responsibilities are to be met adequately. There is little or no evidence to indicate that procedures of guidance, evaluation, etc., on a two-year college campus are the same as those found successful on the four-year campus.

#### LAY PUBLIC

More knowledge and understanding are needed of the junior college student personnel service department's responsibilities in community services. Community service is an accepted function of many of the nation's two-year colleges. The responsibility for this function is centralized in the institution's administration. However, as with other responsibilities, community service is often delegated to other parts of the college. In a general sense every person—student and faculty member—connected with a community college is responsible to some degree for service to the community. The actions of the individual reveal whether his acceptance of this responsibility is positive, negative, or passive. Answers to the following questions might help chief administrators and deans of students determine the extent of the student personnel services department's relationships with the lay public.

- a. What is the status of the junior college student personnel service department's role in community services? How do the differences found in this role relate to the philosophy, purposes, and organizational differences of the colleges?
- b. What opportunities for community service are related more to the student personnel service department than any other division of the college?
- c. What is the relationship of the two-year college's student personnel services department with high schools within the service area? With the senior colleges to which

<sup>5</sup> Leonard V. Koos, "Research Preferred for Junior Colleges," *Junior College Journal*, XVII (October, 1946), pp. 61-71.

<sup>6</sup> James W. Reynolds, "Conservation of Human Resources," *Junior College Journal*, XXX (October, 1959), p. 2.



students transfer? With employing officials who hire junior college students either full-time after graduation or part-time during attendance?

- d. Do community surveys account for opportunities serviced by the student personnel services department? Do they reveal needs for these services?
- e. Could the average community college's student personnel department serve as a research center for the entire community such as in Flint, Michigan?

#### SUMMARY AND RECOMMENDATIONS

Junior college research needs are not easily defined due to the variance in purposes of individual institutions and to differences in interests, needs, and experiences of researchers themselves. However, research is vital to the effectiveness of the two-year college of the future just as it is essential to all levels of education today. It is only right that those who need a particular service should make every effort to help themselves rather than depend upon an outside agency for such assistance.

The following is a listing of ten general research questions ranked according to the author's belief as to importance in the immediate future.

1. What are the reasons behind supply and demand differences of junior college student personnel services workers? Answers to this question should reveal information concerning the actual existence of personnel shortages, salaries, working conditions, staff relations, training requirements, etc.
2. What can be expected in the way of needed administrative, organizational and procedural changes due to increasing enrollments?
3. How can the student be considered as an individual even though enrollments are increasing rapidly?
4. Does the student who chooses to attend a

junior college differ from one who chooses a four-year institution? If so, what is the effect upon the guidance procedures of the junior college because of this difference?

5. What is the attitude and responsibility of the student personnel services department toward the national scare of "keeping ahead of the Russians"?
6. What are the causes for individual differences of students, staff, and citizens as shown in behavior?
7. What are the best procedures and criteria for the evaluation of various student services provided by the personnel department?
8. What are the differences found in organization and procedural methods of student personnel service departments of a junior college caused by variations in basic purposes of the college? This would include such different two-year institutions as the university extension college, the technical institute, the private junior college, and the public junior-community college, etc.
9. What methods could be used to improve the various functions accepted as responsibilities by the student personnel service department?
10. Are practices, procedures, and tools in other levels of education effective in the two-year college?

The psychology of the junior college student has not as yet been adequately defined. The person who chooses to work in student personnel services has not been adequately identified nor have his efforts been properly evaluated and analyzed. There are unlimited challenges awaiting the researcher of junior college student personnel services.

The author has found that research in an area related to the junior college is more difficult than might be necessary. It would be helpful to the graduate student as well as researchers in the field if:

1. The *Junior College Journal* would accept as one of its functions that of being the primary research organ of the two-year col-



- lege. While the *Journal* is adequate in keeping readers posted on general happenings in the field it would enhance the researcher's efforts if it would:
- a. Require and print bibliographies with research articles.
  - b. Index and cross index each volume by subject areas.
  - c. Add a section in each volume or publish an annual edition pertaining to a bibliography of unpublished research theses, dissertations, and independent studies which are concerned with junior colleges. This would require the cooperation of graduate colleges as well as two-year institutions.
  - d. Help authors to cross reference articles by including a bibliographic index to other *Journal* articles written on the same subject.
  - e. Encourage authors of independent studies, theses, and dissertations to publish their findings in the *Journal*.
  - f. Encourage prominent authors to contribute more articles and research reports in coordinated series.
2. Graduate schools would coordinate research efforts of students and encourage more studies and publications in the two-year college field.
  3. The American Association of Junior Colleges would sponsor and encourage more research projects financed by an association membership fee.
  4. Individual junior colleges and senior institutions would publish and make available their independent research results concerning the two-year college.
  5. More junior college personnel would complete research and publish their findings. Administrative personnel need to encourage and recognize research of quality within their own institutions.
  6. Divisions of state departments of education in which lies the responsibility of junior college education would make every possible effort to encourage the coordination, completion, and publication of good research in their geographic regions. This would mean making direct contacts with graduate schools as well as junior colleges.
- One may note that C. C. Colvert, in a report from the Association's Research office in 1952, made several general recommendations similar to the above with little or no results.<sup>7</sup> It will be interesting to observe the changes which may take place in the next ten years. Will the challenge of research growth be accepted or will educators hold only to traditional conventions? Will efforts be made to coordinate junior college study or will research continue growing like "Topsy"? Will administrators, faculty, and student personnel service workers agree to open, centralized research, or will they continue to sneak their studies in under the de-emphasizing door?

<sup>7</sup> C. C. Colvert, "Report of the Research Office," *Junior College Journal*, XXIII (October, 1952), pp. 105-106.

# Administrative Rules for Convention Attendance

STUART E. MARSEE

## INTRODUCTION

IN MAKING cost analysis of in-service education expenditures in most institutions of learning it becomes particularly evident that there is considerable inequity in regard to who goes and how often instructors attend conferences. In an effort to develop certain necessary controls and to insure equity, a committee was formed at El Camino College. This included Mr. John McQuerrey and Mr. John Hartley, nominated by the president of the Faculty Association, Mr. William Mooney who was selected by the assistant directors, and the three directors, Mr. Merl Sloan, Dr. William Harless, Mr. Carl Arfwedson and the president of the college. The committee met almost weekly from its inception in October, 1958, through March, 1959.

## PROCEDURE

It was recognized that El Camino's rules must reflect its own philosophy. However, every effort was made to obtain the best available information regarding the convention practices and policies of junior colleges and school districts in California. While most districts do not have well-defined rules, considerable information was obtained from this source.

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## COMPARATIVE EXPENDITURES

A questionnaire requesting information regarding expenditures for conventions and conferences exclusive of those made for members of Board of Trustees was forwarded to a select group of 17 California junior colleges. A summary of the returns revealed the following information:

## FORMULA

It was the goal of the committee to establish a base figure that could be accepted in principle and adjusted as the college fluctuated in size. After a careful analysis of the lists of conferences and conventions recommended by the assistant directors and directors, it was believed that the amount could best be adapted to a stipulated sum per certificated employee according to the accepted policy of the Board of Trustees. After the total sum had been determined and included in the budget, decisions regarding who should go where could be made.

## ALLOTMENT OF BUDGET

Perhaps one of the most difficult decisions of the committee was to determine the distribution of the budgeted amount. It was recognized that a change in prevailing practice in all practicality would reduce the amount of allowance for administrative meetings. On the other hand, it was agreed that leadership responsibility required attendance at key conventions.

	Average Daily Attendance	No. Full- Time Instructors	Expended per A. D. A.	Expended per Instructor	Total Amount Expended 1957-58
Low	1,694	65	\$.07	\$ 2.35	\$ 300.00
High	10,947	323	\$1.46	\$51.01	\$6,045.10
Median	3,494	120	\$.83	\$24.92	\$2,067.00

As a guide, it was finally agreed that for budgetary control the percentage of money should be allocated in classifications as follows: (1) president and directors, 16.7 per cent, (2) assistant directors (13 in number), 29.2 per cent, (3) other certificated personnel, 34.1 per cent, and (4) reserve—20 per cent of budget.

These formulas were determined by using a theoretical goal conference attendance as follows:

1. President to attend one out-of-state national and two state conventions per year.
2. Directors to attend one out-of-state national conference every two years and two state conferences each year.
3. Assistant directors to attend one out-of-state national conference every three years and one state conference each year.
4. One faculty member from each of seven divisions to attend one out-of-state national conference every two years and two members to attend state conferences every year. The president of the faculty association to attend one national out-of-state conference every year and one state conference every year.

#### THE POLICY

After several weeks of deliberation the following rules were completed, recommended and adopted by the Board of Trustees. Their implementation allows for adequate flexibility and the acceptance of the rules by the faculty has been most gratifying.

#### CONFERENCE AND CONVENTION ATTENDANCE

##### *Purpose of Conferences and Conventions*

Since the sharing of information is fundamental in education, there are many associations and societies whose main function is to make possible the exchange of ideas on matters of professional importance. At varying intervals these associations hold meetings that formally facilitate the interchange of information, thus supplementing the written reports that are usually published during the year. In addition, the meetings provide opportunities for individuals having similar responsibilities in different institutions to discuss informally their common problems.

##### *Worth of Conference and Convention Attendance*

Attendance at worthwhile conferences and conventions by appropriate personnel is desirable since such attendance works to the ultimate benefit of students, teachers, administrators, board members, and the college community.

*The student* benefits whenever, as a result of a conference or a convention, the teaching that enlightens him or the administration that guides him is in any way improved. For example, if a physics teacher attends a conference and learns a better method of making a laboratory demonstration, the El Camino student profits from that conference.

*The teacher* benefits directly when attending the conference himself and indirectly when it is attended by one of his colleagues. By both means he can learn of new classroom techniques, new textbooks in his field, new research in his subject. Further, through association with others engaged in the same work, he participates in a sort of in-service training program, being stimu-

lated and informed by his professional peers.

*The administrator*, like the teacher, gains insight into his own work by comparing problems and solutions with his counterparts from other colleges. For instance, he can learn of new university transfer regulations, and through personal acquaintance with university officials, he is able to speed up or simplify the transfer process. He meets and interviews qualified instructors who may be interested in coming to El Camino College. He is informed of different financial and instructional procedures, of different counseling systems, of new books and materials in his areas of responsibility.

*The board member* benefits from attendance at appropriate conferences and conventions by associating with other elected school officials and with administrative officials from other institutions. Through these contacts he can become better informed on such matters as school finance, the interpretation of school law, the importance of accreditation requirements, the handling of public relations.

*The community* profits indirectly by having a school staffed by informed personnel and by knowing that El Camino College is important enough to contribute to conferences and conventions and alert enough to search deliberately for new ideas that will assure a continuously improving educational program at the community college.

#### SCOPE OF THE POLICY

There are all sorts of conferences and conventions—local, regional, state, and national. At meetings within the Southern California area, El Camino College will no doubt have many staff members in attendance since these meetings are often held on Saturdays and since there would be no great personal expense for those attending. At the other meetings, however, expenses for lodging and for travel are too great, usually, to be fairly borne by the individual and must, therefore, be paid by the district. It is with these nonlocal conferences and conventions that these rules are primarily concerned.

#### REQUESTS FOR ATTENDANCE AT CONFERENCES

At the beginning of each school year (July 1), the assistant directors should submit to the director such requests, in writing, as they feel are justified for conference attendance during the year by members of their staff. Recommendations should be sent to the Superintendent and should include the estimated costs and reasons why it is important for the school system to be represented by the individual indicated for each conference requested. (A percentage of the budget will be held in reserve for emergency requests.)

#### BASIS FOR ADMINISTRATIVE APPROVAL

Administrative approval of the conference requests will be based upon:

- (1) The contribution to the district's program.
- (2) Equitable distribution of opportunity according to departments and position classifications.
- (3) Budget limitations.

#### NOTIFICATION OF ADMINISTRATIVE ACTION

When all requests have been received and analyzed, and administrative decision has been reached each request will be answered in writing and routed through the Director and Assistant Director to the individual concerned. A reasonable maximum monetary limitation will be indicated on the requests which receive approval.

For those requests which have received administrative approval the assistant directors must send the complete information needed for Board approval to the directors at least one month, when possible, prior to the time of the conference.

#### MODES OF TRAVEL

Delegates shall travel air coach except in those cases when scheduling difficulties or other considerations make first-class travel desirable or necessary. Any variance from air coach class service shall be approved by the Superintendent. If an employee is authorized to use a private car on an authorized trip "with expenses" such employee will be reimbursed at the rate of 8c per mile not to exceed the cost of air coach or first class railroad fare, whichever is cheaper, between the points involved,

but will not be reimbursed for any other transportation expenses; e.g., lodging enroute or parking at destination.

Where two or more individuals attending the same conference travel together by private automobile, the individual furnishing the car will be paid 8c per mile, not to exceed the cost of first-class railroad fare. The recommendation to the Board for approval of expenses of individuals who ride in another person's car shall not include reimbursement for transportation.

#### ATTENDANCE AT CONFERENCES AT OWN EXPENSE

When budget limitations or conference attendance policy prevent underwriting attendance, insofar as possible the College will permit an instructor or an administrator to attend a conference at his own expense, without loss of salary (exchange on an equal basis for substitute time), providing the conference is recognized as important for the field of work in which the individual is engaged.

#### ADVANCED TRAVEL DIRECTION WITHOUT EXPENSES (EXCEPT FOR USE OF DISTRICT CAR)

Individuals as approved by the Superintendent or appropriate Director may travel via District car provided that no reimbursement be made to the individual for meals, hotels,

or miscellaneous travel expenses, and that the round trip be completed in one day.

#### REQUEST FORMS

Request for any absence from the District, whether or not expenses are to be reimbursed, should be made on the regular forms provided for that purpose. Instructions for filing expense claims for out-of-district travel are included with the forms. In general, all requests should be approved by the assistant director and director in charge of the general area before they are submitted to the Superintendent for final recommendation to the Board.

#### CONCLUSION

Evaluation forms for attendance at educational conferences have been developed. Priorities for establishing importance of future attendance at specific conferences will be based on opinions expressed in these evaluations. At the end of the current year it is proposed that the committee meet to appraise the value derived from the implementation of this policy as well as to make recommendations for amendments if they are determined desirable.

# Relationships Between Enrollments and Fees in Public School Adult Education Classes in the State of Washington

A. M. PHILIPS

ADULT EDUCATION programs in the state of Washington have developed substantially in the past quarter of a century. Beginning with a nucleus of vocational subjects and home economics in the middle 1930's, the program received added impetus in 1946 when adult education was accredited for apportionment purposes. Although late in starting, the growth of public school adult education programs in Washington has been great, and this growth corresponds with national patterns for adult education development. Tyler reports the following growth statistics based on national surveys of estimated adult participation:

1924.....	1,000,000 participants
1934.....	1,500,000 participants
1950.....	3,000,000 participants
1955.....	3,500,000 participants. <sup>1</sup>

In many instances enrollment or registration fees are charged adult students and the question of whether these fees inhibit enrollment, increase it, or have no effect upon it is of considerable interest to adult educators. It was the purpose of this study to obtain concrete evidence regarding the relationship of fees and enrollments in

public school adult education programs of Washington State, and to assess the implications of the evidence for local and state finance policies.

It is commonly believed that there are fee limits which, when exceeded, materially reduce enrollments. As Kempfer has commented on this point:

In the experience of some directors who depend upon fees for major support, there is a point beyond which the amount cannot be increased without reducing enrollments. While inflation, nature of individual courses, character of the program, and characteristics of the clientele no doubt would make research on this point difficult, it is an important one to keep in mind. Each fee-charging director will have to explore this point in his own situation.<sup>2</sup>

Since the general field of adult education is broad, this particular investigation considered only state-reimbursed adult education programs carried on by school districts as a part of their over-all program. The field of vocational education is set apart by the state of Washington as

<sup>1</sup> Ralph Tyler, "An Overview and History of the Field," *Adult Education*, VII, No. 4 (April, 1957), 219.

<sup>2</sup> Homer Kempfer, *Financing Adult Education, A Guide for Administrators and Teachers in Public School Adult Education*, The National Association of Public School Adult Educators, 1956, p. 53.

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a special field and was therefore not considered in this analysis.

As an initial step in the consideration of this problem a preliminary investigation was conducted to determine the practicality and value of making a more intensive study of enrollment and registration fee relationships. Inasmuch as each school district in the state operating an adult program and obtaining state reimbursement to assist in the operation must submit an annual report to the State Department of Education, these records of enrollments and fees for individual classes served as a data source. Records for three non-consecutive school years, 1950-51, 1952-53, and 1954-55 were drawn from the state department files. These particular years were chosen because they generally represent years of active adult education participation in Washington public adult education and are widely enough separated to indicate a cross section of adult class offerings. A tabulation of the frequency of occurrence of all classes offered during these years was made, and the result indicated a group of classes offered consistently during the sample years. These classes included Accounting, Shorthand, Typing, Industrial Arts, Driver Education, First Aid, Art, English, and Foreign Language.

Driver Education was selected from this group for a preliminary analysis since consistently large numbers of classes in this subject were offered throughout the state. An examination of class enrollments indicated adequate numbers of adults to have taken this class during the years checked, and fees were consistently charged students for the class. All these factors tended to make this class a good subject for the preliminary analysis. Ac-

cordingly, enrollment and registration fee data were gathered for all school districts which offered Driver Education in the years indicated. As the tabulation of this information was completed, a table was set up to indicate the results of computations showing percentage changes between years for both enrollments and fees.

TABLE 1

*Percentage-Change of Enrollments and Fees for Driver Education in Recent Years*

Year Span	Enrollment Percentage Change	Fee Percentage Change
1950-51 to 1952-53....	-9.85	46.2
1952-53 to 1954-55....	0.60	-6.52

The fact that there was a certain consistency in these percentage changes indicated a need to broaden the analysis over more years to determine whether or not this consistency were characteristic of the total adult education program. Of equal importance was an analysis to determine if a possible correlative factor existed between fees and enrollments for all of the classes in Driver Education offered in a given year. Since there was the expectation that ultimate study would show limitations upon the size of fees which were charged, plus the fact that a breakdown of fees into areas of enrollment concentration would be valuable, five fee intervals were established. Four of these intervals were of equal monetary size, in units from \$4.99 up to \$20.00. An interval for fees over \$20.00 was included for infrequent cases.

Further organization of the data in anticipation of the computation of a correlation between individual fees and enroll-

ments was necessary. Since considerable variation was noted to exist between fees and enrollments of various districts, a low correlation might be expected. This fact, coupled with the relatively small number of courses offered in a given year, indicated a rank-difference correlative technique to be well suited to the data. Also, the data are not a sample but rather represent all the figures available for analysis for a given year. Thus the significance of the correlation will not be limited by sample size. Correlations were computed for each of the years and the results are indicated in the following table.

TABLE 2

*Correlations Between Fees and Enrollments  
For Driver Education, 1950 to 1955*

Year	Correlation
1950-51.....	-.180
1952-53.....	-.110
1954-55.....	.503

As indicated by the analysis of Driver Education, a broader study of this course is necessary to establish more definitely the

consistency, or non-consistency, of percentage changes in fees and enrollments. A sequence of several consecutive years is essential to accomplish this. Also, a yearly sequence would make possible more comparative data on correlations to determine the degree of consistency of these figures.

Accordingly, each of the commonly offered classes was subjected to a ten-year analysis extending from the school year 1945-46 through 1955-56. The yearly sequence was interrupted only by the omission of 1949-50 since no data were available for this year. The analysis of each class was carried on in a manner identical to the analysis of Driver Education.

In summarizing the correlation data, it may be said that individual year correlations for specific classes are not high. In one case, the correlation for Art rises to .626 in 1948-49, and in another case to -.760 for English in 1951-52.

A year-span comparison of percentage change in fees and enrollments was carried out for all classes analyzed. It was noted that the consistency was sporadic. For example, in the case of Industrial Arts for 1945-46, enrollments underwent a 17.1 per cent increase and fees an 11.8 per

TABLE 3

*A Comparison of Total Classes Materializing by Fee Interval*

1945-1956									
Fee Interval	Accounting, Shorthand, Typing, Comb.	Account- ing	Short- hand	Typing	Industrial Arts	First Aid	Art	English	Foreign Language
0.00-2.49	15	26	15	38	48	49	12	13	10
2.50-4.99	19	19	11	44	40	5	14	28	24
5.00-7.49	17	32	29	51	64	15	26	19	24
7.50-9.99	3	5	13	10	27	0	6	8	4
10.00 and over	0	9	5	15	19	0	4	2	3
Total	54	91	73	158	198	69	63	70	65

cent increase. In 1946-47 enrollments dropped 45.7 per cent, and fees dropped 42.7 per cent. From 1947-48 to 1948-49 enrollment rose 61.5 per cent and fees rose 7.2 per cent. In 1951-52 enrollments rose 38.2 per cent, but fees dropped 14.3 per cent. Little consistency of variation is apparent. Other classes were found to undergo similar inconsistent variations, indicating no consistent pattern over several years in percentage enrollment changes or percentage fee changes.

An analysis of class concentrations in various registration fee intervals was carried out. Through an examination of the total classes in each fee interval it can be noted which range of fees represents the largest number of classes. In classes other than Driver Education an interval of \$2.99 was used extending through an interval of \$10.00 and over. The data indicate the greatest concentration of classes occurs from zero dollars to \$7.49. In the case of Driver Education where

larger intervals were used, the greatest concentration was from \$5.00 to \$19.99. An overview of this information is provided in Tables 3 and 4.

TABLE 4

*A Comparison of Total Driver Education Classes Materializing by Fee Interval*

Interval	1945-1956
0.00- 4.99 .....	23
5.00- 9.99 .....	37
10.00-14.99 .....	54
15.00-19.99 .....	47
20.00 and over .....	16

Table 5 summarizes the total data picture for enrollments and mean correlations for each class analyzed in the study. It is interesting to note that in over a decade, 1,018 classes, or the group considered in this study, have been offered, with a total enrollment of 72,506 adult students.

TABLE 5

*A Summary of Enrollment Percentages and Correlations for All Classes, 1945 Through 1956*

Class	Total Classes	Total Enrollment	Percentage Total Classes	Percentage Total Enrollment	Mean Enr.-Fee Correlation
Ind. Arts	198	6,362	19.8	9.1	0.18
Driver Ed.	177	9,320	17.2	12.7	0.22
Typing	158	11,311	15.6	15.6	.134
Accounting	91	6,581	8.8	9.1	.059
Shorthand	73	2,183	7.2	3.0	-.028
English	70	6,333	6.8	8.7	.046
First Aid	69	9,361	6.7	12.9	.075
Foreign Lang.	65	1,939	6.4	2.7	.002
Art	63	2,701	6.2	3.7	.257
Accounting, Short- hand, and Typing Combination	54	16,415	5.3	22.5	.460
Total	1,018	72,506	100.0	100.0	.....

## SUMMARY

While the low correlations between enrollments and fees indicate a low dependence of the one variable upon the other, in the fee-intervals where the largest enrollment concentrations occur—\$0.00–\$7.49—it is apparent that there is a decrease in the number of classes offered after the fee-interval of \$5.00–\$7.49 is exceeded. This decrease in the classes offered reflects a decrease in enrollment. Further examination indicates that when the \$7.50–\$9.99 interval is exceeded, the

classes offered decline sharply. For Driver Education, with the larger fee-interval, this decline is not severe until the \$15.00–\$19.99 has been exceeded.

A reasonably steady yearly increase of the total classes offered each year of all types studied is shown, with a peak in 1950–51 and 1955–56. This notable rise in the number of classes offered is indicative of the increasing numbers of adults who participate in public school adult education programs.

## Current Publications Received of Interest to Junior College Readers

Abraham, Willard. *A Handbook for the New Teacher*. New York: Rinehart and Co., Inc., 1960. Pp. 60. \$1.00.

This pamphlet attempts to answer some of the many questions that confront the new teacher.

Bredemeier, Harry C. and Toby Jackson. *Social Problems in America*. New York: John Wiley & Sons, Inc., 1960. Pp. xv + 510.

Here is an analysis of American social problems which provides the combination of an orderly intellectual framework with a remarkable collection of vignettes of direct human experience. The reader is confronted with sound modern sociological thinking. But the concepts are not left dangling in a thin, cold upper atmosphere. They are brought directly into the heart as well as the mind, as one shares vicariously in the concrete frustrations, struggles, capitulations, or aggressive reaction formations of individuals and groups.

Dow, Neal and Patrick R. Vincent (eds). *Contes a Lire et a Raconter*. New York: The Ronald Press Co., 1960. Pp. v + 286. \$3.75.

This collection of short stories is the expression of the conviction that language instruction should be approached from several directions at once; in specific terms, reading, speaking, and writing should be closely integrated and mu-

tually supporting. *Contes a Lire et a Raconter* presents within the covers of one book stories and exercises selected and composed with this end in view. The stories chosen are mostly from familiar and proven material but include a few less familiar, but, it is believed, equally interesting, selections. They provide reading material for a semester's work in intermediate French, a springboard for sustained conversation and oral practice, and a basis for written exercises.

Everett, J. Bernard, Mary Downing, and Howard Leavitt. *Case Studies in School Supervision*. New York: Rinehart & Co., Inc., 1960. Pp. v + 58. \$1.00.

These cases have been written to help bridge the gap between the theory and practice of school supervision. At the present time most programs for the preparation of supervisors consist mainly of courses in the supervision of instruction, with little or no provision for experience in dealing even vicariously with real supervisory problems. It is the conviction of the authors that, for the beginner, the gap between the theory of supervision, as presented in textbooks, and the practice of supervision in school situations is so great that much less of the theory carries over into practice than many educators assume.

Hardee, Melvane D. *The Faculty in College Counseling*. New York: McGraw-Hill Book Co., 1960. Pp. xi + 391. \$6.75.

This volume has been written for the use of at least five different groups: general and academic administrators, administrators (directors and coordinators) of programs of counseling, faculty members, professional workers in the field and professional personnel in secondary schools.

Hawes, Gene R. *The New American Guide to Colleges*. New York: The New American Library, 1959. Pp. viii + 256. \$75.

In all, this book covers more than two thousand colleges in the United States and its territories that one can enter directly from high school—-independent colleges, colleges at universities, junior colleges, colleges in special fields. It concentrates on institutions at the college level; very few institutions that one cannot enter upon high school graduation have been included.

Henninger, G. Ross. *The Technical Institute in America*. New York: McGraw-Hill Book Co., 1959. Pp. xi + 276.

This report is a compilation of facts and opinions about the educational employment practices relating to the engineering technician as the demand for technological manpower has grown. It does not attempt to establish new objectives or educational goals, but it does indicate the potential of the technical institute idea in education by depicting accumulated experiences and present trends.

Klopf, Gordon. *College Student Government*. New York: Harper & Bros., 1960. Pp. 108. \$3.50.

Student participation in college government, a relatively recent development in the United States, is dealt with here not only as a democratic responsibility for college citizens but also as a laboratory for learning self-government. Beginning with the campus group and the role of the group member, the author discusses the function and role of leadership in student organizations.

McKinney, Fred. *Psychology of Personal Adjustment* (3rd ed.). New York: John Wiley & Sons, Inc., 1960. Pp. xiii + 490.

In this third edition, the specific-problem approach with the use of cases and projects has been retained. The material has been brought up to date and modified so that basic principles of human behavior are more clearly emphasized for students who are learning to face their own problems and to deal with them in groups of their peers under the leadership of a teacher skilled in the use of modern group methods. Certain topics such as values and group dynamics are treated more fully here than in the previous edition.

McNames, Maurice B., James E. Cronin and Joseph A. Rogers (eds.). *Literary Types and Themes*. New York: Rinehart & Co., Inc., 1960. Pp. xx + 705. \$6.50.

The book begins with the short story, the type that is most characteristically modern, and moves through simple narrative poetry, to the ballad and the ro-



mance. Combined with examples of these narrative types, which are amply represented in the text, are lists of novels for supplementary reading. The second part of the book, which in most instances would supply the material for the second semester's work, is made up of units on dramatic literature, satire, and lyric poetry. These units contain dramatic poems and plays, and satirical selections make it possible to move from the modern and more familiar to the older, classical examples of the type.

Monroe, Margaret E. and Jean Stewart (eds.). *Alcohol Education for the Layman*. New Brunswick, N. J.: Rutgers University Press, 1960. Pp. viii + 166. \$5.00.

This highly selective bibliography will be extremely valuable to the librarian or the layman who wants information about the current valid material on beverage alcohol. The items it lists cover such phases as the effects of alcohol, the use of it in this country, and the nature of alcoholism and its treatment. The materials listed here, which include books, pamphlets, periodicals, and films, have been selected by the editors and fully annotated to convey in detail their scope and nature. Anyone can quickly assess any given item from the clear description of it in this bibliography.

Peden, William. *Twenty-Nine Stories*. Boston, Mass.: Houghton Mifflin Co., 1960. Pp. xx + 383. \$2.00.

The stories in this anthology have been selected (1) to indicate the historical development of the short story from Poe and Hawthorne to Chekhov, Henry

James, and James Joyce, and including the contributions of contemporary authors in America, England, and elsewhere; (2) to indicate to the student the extreme variety of the form, from the narration of a single incident to the fully plotted story involving sophisticated techniques; (3) to provide a rich and varied reading experience for both beginner and specialized student.

Potter, M. David and Bernard P. Corbman. *Fiber to Fabric* (3rd ed.). New York: McGraw-Hill Book Co., Inc., 1960. Pp. x + 342. \$4.20.

One of the objectives of this edition is to meet vocational needs for students expecting to enter into such business careers as retailing and to aid those already in the field. Another is to satisfy the needs of consumers. A third objective is to provide teachers with a basic, complete textile book that will satisfy the requirements of most teachers of a basic course in textiles. In fact, this text is easily adaptable for a methods course for teachers of textiles.

Schifferes, Justus J. *Essentials of Healthier Living*. New York: John Wiley & Sons, Inc., 1960. Pp. xv + 335. \$5.00.

This text reflects the most significant medical and social research findings of the 50's. Topics given especially new information or emphasis include: physical fitness and physical education, space medicine, daily living habits, smoking, the teachable new "Essential 4" Good Guide, weight control, family profile, tranquilizers and other psychic drugs, the psychology of accidents, alcoholism, stroke, voluntary health insurance,

"how to lie with statistics," our aging population, chronic illness, radiation hazards, and a short reference catalogue of common human ailments (including "students disease").

Stevenson, Gladys T. and Cora Miller.

*Introduction to Foods and Nutrition.*

New York: John Wiley & Sons, Inc., 1960. Pp. xiv + 517.

This is a comprehensive study of nutrition, food selection and buying, food

preparation, and family meal planning. These four phases of foods and nutrition are integrated and their interrelationships are clearly defined. The authors consider the science of food preparation in reference to: (1) the nutrients found in the food; (2) the effect of production, transportation, and storage upon palatability, preparation methods, and nutritive value; and (3) the place that the specific food has in the family meal plan.

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### This I Tried and Found Helpful

#### **The Negative Approach**

John A. Cooper, Pikeville College, Pikeville, Kentucky

Besides acting as a written guide for essays, outlining teaches the fundamentals of logical thought. However, it is often difficult for freshman composition students to understand co-ordination and subordination—the essence of outlining—when they must furnish their own ideas for outlines. Therefore, many instructors teach outlining by requiring students to outline textbook essays. While this procedure has merit, it is hard for the student to make the transition from the logical arrangement of ideas in a textbook to the logical arrangement of his own ideas.

While it is admittedly a negative approach, this writer has found it helpful to mimeograph an incorrect outline for each student to revise. The outline consists of major and minor topics and completely extraneous topics which have been wrongly

placed in outline form. To construct an acceptable outline, the student must evaluate each idea and put it in its proper place or eliminate it from the work. A little effort on the instructor's part in composing the outline can make the task extremely challenging and fascinating. The solution, if there is any one solution, can be found through class discussion after the students have had a try at home.

The outlining project is headed: "The following outline suggests that its writer has a number of things to say on his subject but that he has not been systematic in organization. In addition, he has not been careful of some of the conventions of outline form. State the thesis and put related items together to make an outline for a paper of about 500 words."

## From the Executive Director's Desk

EDMUND J. GLEAZER, JR.

THE W. K. Kellogg Foundation announced on March 4 a series of grants to assist the establishment of five university centers for the preparation of community and junior college administrators. Spokesmen for the Foundation described the grants as "further witnessing the belief of the Foundation in the growing role of junior or community colleges in American education."

"The grants, respectively \$220,153, \$193,900, \$125,000, \$124,992 and \$125,000, will enable Teachers College of Columbia University, the University of Texas, the University of California (Berkeley), the University of California at Los Angeles, and Stanford University, to set up new or improved programs at the master's and Ph.D. levels to increase the supply of qualified administrators. An additional Foundation commitment of \$75,000 will facilitate the coordination of the three California projects. With a few grants yet to be announced, the over-all Foundation support to improve community college administration will approximate \$1½ million."

Readers of the *Journal* will be interested in reasons given by the Foundation for its action in the junior college field:

Last autumn the Foundation granted \$240,000 to the American Association of Junior Colleges to strengthen its services to the junior or community colleges of the nation, and one of the new and major efforts of the Association is the encouragement of preparation programs further to professional-

ize educational administration at the community college level.

### COLLEGE ADMINISTRATORS IN DEMAND

The increase in the number and size of community colleges has created an unprecedented demand for well-prepared administrative officers. The institutions, now serving a million students and anticipating two million by 1975, have direct responsiveness to local needs and their post-high school level services are geared to rapidly changing dynamic communities. Such broadening functions are having a marked effect upon the role of the chief executive officers of the colleges. Today's community colleges must have administrators knowledgeable with respect to technical and semi-professional 'terminal' curricula, as well as with regard to the two-year liberal arts program preparatory to entrance into the junior class of a university. In addition to being an educational leader and providing to the faculty, the student-body, and the public the leadership to achieve desirable educational goals, the community college president or dean must also be a skilled administrator able to use effectively specialized services provided by his staff in the areas of finance, research, public relations, etc.

### PRESERVICE AND IN-SERVICE PROGRAMS

The preservice aspects of the programs of the five new centers will include efforts to identify, select, and encourage young college men and women of high potential as community college administrators. Through basic courses with social, philosophical, and psychological foundations, and by seminars, guided field experiences, and actual work periods through 'internships,' candidates for top community college posts can gain an excellent working knowledge of administrative principles and educational leadership. As these colleges double or even triple in size, there,

too, is a demand for administrative personnel below the chief executive level, so that the programs will also provide education for responsibility in such areas as curriculum planning, financial management, plant management and supervision, public relations, student counseling, and the like.

Many educators currently administering community college programs have had no formal training in the administration of this relatively new type of educational institution. Therefore, an extremely important phase of the centers' programs will concern in-service education providing 'refresher' opportunities for persons already in executive positions. For the improvement of administrative performance, there will be available summer institutes, workshops, periodical meetings regional or statewide in scope, continuing seminars, special conferences, and the results of surveys of important aspects of administration and education.

The centers, to have liaison with the numerous community colleges in their state or area through an advisory committee composed of the presidents of the cooperating colleges, will sponsor research to analyze job concepts, improve executive functions, and to evaluate various aspects of the administration program. Consultative services in administrative organization will also be available to the cooperating institutions. The three universities in California will also have the advantage of a Coordination Project, headquartered at Berkeley, which will facilitate their close collaboration in developing junior college leaders for the state. Through this Project, there will be more effective and economic utilization of academic personnel on an inter-university basis, exchanges of students and special courses open to all three student-bodies will avoid unnecessary duplication of efforts, and there will be opportunities for joint consultation and inter-university meetings.

The Foundation funds will allow each of the five universities to assign a full-time faculty member to the administrative training project and to secure additional faculty members for the summer workshops. They also will make possible other staff at each center—and the moneys will cover fellowships and

the travel and incidental expenses of the aforementioned advisory committees.

#### *Kinship to Former Grants*

Many leaders in the community college field believe these growing two-year institutions are a particularly apt vehicle for certain other forms of 'beyond the high school' education, such as technical training to meet local industrial needs. As a case in point, the Foundation last August made a series of grants totaling \$1¼ million to state educational agencies and community colleges in California, Florida, New York, and Texas to launch experimental basic nursing education programs two years in length and leading to the Associate of Arts degree. This new form of nursing education seems a 'natural' for community-centered colleges. It should mitigate local nursing shortages and as it spreads to other states should do much to help meet today's heightened demand for nurses.

The Foundation's willingness to aid university centers for improved administration in community colleges is a logical follow-up of another educational program assisted from 1951 until 1960. During the past decade, Foundation grants totaling more than \$6½ million were made to help finance the efforts of 140 cooperating universities and colleges to improve the preservice and in-service preparation of thousands of public school administrators throughout the United States and Canada. In its initial years, this over-all program was known as the Cooperative Program in Educational Administration (CPEA).

At the fortieth anniversary convention of the American Association of Junior Colleges held last month in Louisville, Kentucky, representatives of the Association voiced the appreciation of junior college personnel throughout the nation for the generous and far-reaching action of the W. K. Kellogg Foundation.

\* \* \*

A Commission to Study Higher Education was created in the state of Rhode

Island by action of its General Assembly in 1956. The Commission made its report to the Governor and General Assembly in February, 1959. Studies were under the direction of Dr. Edwin F. Hallenbeck. The Commission recommended that the state plan the establishment of community colleges to meet the educational needs that would not be met by the expansion of the state's privately supported colleges or by the expansion of the two state supported colleges.

As a result of the recommendations of the Commission and subsequent action by the General Assembly, a Community College Study Group was appointed and invited to conduct a comprehensive study of community colleges and their relationship to the educational needs of the state. This study group has presented its findings in the form of a Master Plan for Community Colleges in Rhode Island which it recommended to the favorable consideration of the Board of Trustees of State Colleges.

The Board of Trustees reviewed the Master Plan submitted by the study group and the basic studies from which its conclusions were drawn and has these observations to make.

Three community colleges, strategically located, will serve the needs of the state for this type of educational program. The Board believes that if feasible the community college should be so located as to serve an important segment of a concentrated population and, at the same time, be accessible to less densely populated regions in proximity thereto. The Board shared the view of the study group that the three community colleges should be established and begin operations according to an orderly plan which allows

sufficient time for careful planning of the programs, construction of physical facilities and recruitment of teaching staff. It realizes that the need for these institutions will be pressing and that they should be in operation as soon as possible. With this time element in mind, the Board has devised a plan which brings the three community colleges into being successively at two-year intervals beginning in 1962, while at the same time deferring until 1962 and later the requests for capital funds for construction.

The Board believes that it should base its initial projections on an enrollment of 500 students in each unit, and as pressures for admission appear to warrant it, the Board would make explicit proposals for expansion. Both the study group and the Board estimated the annual operating cost of the community college educational program to be approximately \$700 per student in terms of 1960 dollars.

For present purposes the Board believes that it should proceed on the assumption that the general fee in the community colleges, i.e. the fee paid by Rhode Island residents, will be the same as the general fee at the University of Rhode Island. At the present time this general fee is \$200 per year.

Because of the nature of the facilities which must be included in the initial construction, it appears to the Board that the first phase will require an expenditure of \$4,000 per student. This initial construction would be planned in such a way as to be readily expandable to meet the needs of the increasing enrollment when this becomes necessary. The Board believes that it will be possible to make subsequent additions to the physical plants at a cost

approximating the \$3,000 per student estimated by the study group.

"The Board shares the view of the study group that the community colleges should offer (1) a two-year college transfer program, (2) a two-year terminal general education program, and (3) such two-year college technical and vocational programs as may be pertinent to the needs of the community. These programs will not be merely a continuation of high school work. They will represent college level studies designed to meet the needs of qualified students who can make effective use of the state's investment in their education.

"The Board shares the views of the Commission to Study Higher Education and the Community College Study Group that the community colleges should be under the governing jurisdiction of the Board of Trustees of State Colleges." This is considered essential in the opinion of the Board if these institutions are to be a part of a unified system of public higher education serving the state as a whole. "With respect to the administrative structure of these institutions, the Board believes that the interests of the state will be best served, for the time being at least, if the administrative head of each community college is responsible directly to the Board of Trustees."

Recommendations of the Board of Trustees have been formulated in draft

legislation which is being submitted to the General Assembly of the state of Rhode Island.

\* \* \*

Many official statements have been made recently in regard to the importance of community and junior colleges. The W. K. Kellogg Foundation announcement is an excellent example as well as the report on community colleges by the Board of Trustees of state colleges in Rhode Island. Another such pronouncement has come from the Haven Hill Education Conference called at the invitation of the Honorable G. Mennen Williams, Governor of Michigan. Governor Williams invited some of the nation's leading educators to Haven Hill to discuss the problems of education today and the policies and programs needed to solve them. The group had this to say in regard to community colleges: "The potential of the community college for providing higher education for more students at lower cost close to home was explored. The consensus of the group was that the community college should receive the fullest possible encouragement and cooperation. The community college provides three basic services: two years of higher education as part of the local public educational system; an earlier transition to the four-year college; and a center for local adult education."



# The Junior College



EDMUND J. GLEAZER, JR.

*Bradford Junior College has announced plans for its fifth annual Summer Seminar in Mexico to be held for seven weeks beginning June 24. The bilingual program will be held in San Miguel Allende, in the state of Guanajuato, Mexico, in cooperation with Bradford faculty members and native Mexican teachers.*

Courses will include intermediate and advanced Spanish conversation and composition, Spanish and Latin American literature, and Mexican history and civilization. Studies will be supplemented by weekend field trips to surrounding colonial towns and a visit to Mexico City at the close of the seminar.

The program, which is accredited, is open to young women who have had at least one year of college Spanish or its equivalent. Seminar Director is Richard P. Merrill of the Bradford language faculty.

\* \* \*

*Stephens College this fall will inaugurate expanded programs leading to the Bachelor of Fine Arts degree. The degree will be offered in four fields of particular interest to women: Music, Theater Arts, Fashion Design, and Dance. According*

to Dr. Seymour A. Smith, president of Stephens, the new programs will be open to a limited number of students who can profit from the resources of Stephens in these fields. In making the announcement Dr. Smith emphasized the need for more variety in the degree programs of the college. The basic two-year program will be continued. Students in the new Stephens program will spend two summers in study. Depending upon her choice of a major, a student may:

Study and act in theater summer stock with the Stephens College Playhouse company of resident professional actors. The summer stock is an eight-week season at Lake Okoboji, Iowa.

Study fashion design courses in New York City at the Parsons School of Design. Also being considered for summer studies are a fashion design study tour of Europe, and approved courses at other colleges or on the Stephens campus in Columbia, Missouri.

Study dancing and acting and work with noted performers at the Perry Mansfield School of Dance and Theater, Steamboat Springs, Colorado.

Study music theory and perform in her

musical field on the Stephens campus.

Through intensive use of the two summer study periods and three regular academic years, students selecting the new curriculums will be graduated at the end of their year with a B.F.A. degree in their choice of the four fields.

As mentioned above, the college will continue, at the same time, to stress its long-established two-year programs. It is anticipated that the majority of students still will be enrolled in the distinctive two-year educational program of the institution. Upon completion of their studies they are granted the Associate in Arts degree.

\* \* \*

*College of San Mateo President Julio L. Bortolazzo left in mid-February for Italy to participate in a survey of Italian education.*

Sponsored by the Ford Foundation, the survey is under the direction of Dr. James Bryant Conant, who issued a special invitation to the CSM President on behalf of the sponsoring group. The San Mateo President departed for Italy on February 15 following a conference with Dr. Conant and other Foundation representatives.

During his month-long study of elementary, secondary, and vocational education, Dr. Bortolazzo will review his survey of Italian vocational education, made five years ago, to determine to what degree his recommendations have been carried out. He will discuss different views on vocational education, make summary impressions of education for those who do not go to the university, and evaluate various proposals for reform.

\* \* \*

*Montgomery Junior College, in cooperation with the United States Public*

Health Service, will offer a new program in dental assisting. The junior college is one of six colleges in the United States selected to operate an experimental program designed to train dentist's chairside assistants. It is planned that the new program will be in operation in September, 1960, and will be sponsored for the first five-year period by USPHS. Approximately 30 students will be selected for the first class.

The agreement between the junior college and the Public Health Service covers the experimental phase of the program; thereafter the program will continue at MJC as one of the regular curriculum offerings, increasing the number of educational opportunities in auxiliary medical services to five, including Secretarial Science, Medical Secretarial, Medical Technologist and Science Technician.

Under the terms of the agreement, PHS provides for the cost of instruction and equipment; the college provides the classrooms and laboratories, administrators, supervises and operates the program.

The pressure behind this new program stems from an increasing shortage of dentists and the ever present need of using auxiliary dental personnel more effectively. Few training courses are now available for dental assistants, and until this time no accredited courses have been offered in the field. The formal training will both improve the status of these chairside workers, and give professional status to their jobs.

The formation of an advisory committee is underway and will include representatives of the Southern Maryland Dental Association, the School of Dentistry, Georgetown University and the American Dental Assistant's Association.

Clinical experience for MJC students enrolled in this new and promising program will be given at the Georgetown University Dental School, Washington.

Duties of the dental assistant include office management, the creation of a friendly atmosphere with patients, the smooth flow of patient treatment, assisting with operations and keeping records. The developing of X-Ray film and some other laboratory tasks come within her responsibilities. Employment opportunities are almost limitless. The program for dental assistants will be a two-year program, leading to the standard Associate in Arts degree.

\* \* \*

*Six community colleges and their surrounding public schools are presently working with Michigan State University in the operation of a new program for the preparation of elementary teachers. This new program, called STEP, Student-Teacher Experimental Program, is conducted cooperatively by the community junior colleges, public school systems and Michigan State University. The student will be able to complete all of the requirements for both the baccalaureate degree and a teacher's certificate at a relatively low cost to the individual, since he may live at home for the entire training period except for three summer sessions on the University campus. It is hoped that by making it financially possible for a greater number of youths to gain the necessary higher education, many of the potentially fine teachers now unable to attend college can be secured for the teaching profession.*

Probably the most important innovation is the provision for three years of supervised classroom experience as a regular part of the preparation program.

Another major change will extend the undergraduate program to five years, but a salary will be paid to the intern teacher for two of these years.

The first two years of the program are to be completed at the community college. This is essentially a general education and liberal arts program but includes organized observation of elementary classroom teaching. A Michigan State University resident staff member at the community college helps select students and plan programs, helps plan, guide and evaluate observations and serves as liaison between public schools, community college and Michigan State University staffs.

During the second year the student attends a ten-week summer session at Michigan State University.

The third year is to be completed at the community college and in local public schools. The student teacher serves as an assistant teacher in a local school with guidance and help from the supervising teacher and the MSU resident staff member. At the same time professional education courses will be offered at the community college site by Michigan State University.

During the third year the student will take a five-week summer session at the University. The fourth year is to be completed at the community college and in local public schools. The intern teacher serves as one of five teachers under supervision of an intern supervisor and the resident staff member and receives a salary of approximately two-thirds of that of a regular beginning teacher. At the same time the University will offer additional course work at the community junior college site. During the fourth year summer session is required at the University.

The fifth year is to be completed at the community college and in local public schools, and again the intern teacher works under the supervision of an intern supervisor and the University resident staff member and receives a salary of approximately three-fourths that of a regular beginning teacher. He completes formal course work in general or specialized education. Course work is taught by regular Michigan State University staff members at the community college. A bachelor's degree from Michigan State University and a teaching certificate will be granted at the close of the year.

A grant from the Ford Foundation will make possible an intensive and inclusive research project in association with the program. Community colleges participating are those in Grand Rapids, Alpena, South Macomb County, Battle Creek, Bay City and Port Huron.

\* \* \*

*Puerto Rico Junior College* has dedicated its new campus. Mrs. Ines Munoz Marin, wife of the Governor of Puerto Rico, represented him and brought the greetings of the Commonwealth of Puerto Rico to the college and its guests.

President Ana G. Mendez in her message at the dedication exercises reported that the faculty had grown from six in 1949 to 46 in 1959. The student body had grown from nine to 875 in number. Financial resources had increased from \$4,500 to \$300,000, and buildings had grown from one to the beautiful new campus and administration building with a goal of eight more structures. During this same period of time the junior college has won accreditation by the Middle States Association of Colleges and Secondary Schools. Dr. Ewald B. Nyquist, Chairman of the

Commission on Institutions of Higher Education, was a guest of the college at the dedication exercises. It is the hope of the college administration that in the summer of 1960 the Student Union Building will be under construction and that even before that building is completed work on the college library will have been started.

\* \* \*

*Junior colleges in the state of Washington* were given a great deal of attention in a recent statement by the University of Washington "on the role of the University of Washington within the structure of higher education in the state of Washington."

The statement was largely a definition of the university's position in education and its aspirations, but included was the university people's estimation of the role of the junior colleges. "In addition, the University of Washington believes that it could more effectively make its own special contribution in higher education if communities were to undertake a gradual development of more and larger junior colleges on a sound educational base. Junior colleges could share increasingly with public and private four-year institutions the responsibility for freshmen and sophomores enrolled in college academic courses. Further, in the absence of special institutes for technician training, junior colleges could accommodate students who desire post-high school instruction in technical and vocational courses not associated with four-year degree programs.

"But it is important to recognize that if junior colleges admit a full range of high school graduates, their student population will include the same wide range of talents, achievements and motivations. A

worthwhile educational experience for all these students at the post-high school level demands not only a qualified faculty but also extensive counseling of students and separation by ability levels and interests into, at the very least, two largely differentiated channels or curriculums, one for students with the interest and talents required for academic programs leading to bachelor's degrees, and another for students with interest and talents required for various technician programs. The conduct of a satisfactory junior college program requires enough students to organize and maintain the necessary diversity of curriculums. Any community contemplating the establishment of a new junior college should therefore first analyze carefully the student potential for such a college in relation to the availability of opportunities in existing public or private institutions. If there is a large enough potential to assemble a quality program for all the students to be admitted, the community would then have to determine the costs and the availability of the funds required to mount such a program. Certainly if these conditions are actually met, and if proper support is provided the existing institutions in terms of their continuing responsibilities, the University believes that it would be in the public interest to establish additional junior colleges in any county of the state."

At the present time the junior colleges in the state of Washington enroll 8,000 full-time students and more than 30,000 persons in adult education.

\* \* \*

*Unaware of the death of Jesse Parker Bogue* on February 5, the Trustees of Green Mountain College meeting in Troy, New York, on Saturday, February 6, voted to name the recently completed dormitory "Bogue Hall" in his honor. The following resolution was unanimously adopted by the Board:

"Whereas Dr. Jesse Parker Bogue started the Junior College movement at Troy Conference Academy in 1931, and;

Whereas Dr. Bogue guided the destinies of Troy Conference Academy from 1930 until 1937, and those of Green Mountain Junior College from its inception, through the war years, and its transition from a coeducational institution into a two-year college for women, and until the summer of 1946, and;

Whereas there is no living memorial on the Green Mountain Campus to the person who through the troubles of the hard, lean early years of Green Mountain kept his vision and foresight;

Be it therefore resolved that the new dormitory which has just been completed, be named 'BOGUE HALL' and that an appropriate tablet be placed in the dormitory."





## Recent Writings... **JUDGING THE NEW BOOKS**

*The Junior College: Progress and Prospect*, by Leland L. Medsker (325 pp.; McGraw-Hill; 1960).

Leland Medsker has written a book that the two-year college movement deserves. It is a candid appraisal based on extensive research evidence. The movement is interpreted by an experienced junior college administrator who sees both the signs of greatness and the possible pitfalls facing this rapidly expanding form of collegiate institution.

The author is vice-chairman of the Carnegie Corporation-financed Center for the Study of Higher Education at the University of California, Berkeley. Medsker's focus is on the role of junior colleges in the diversity of American higher education today. His three targets are:

1. To observe and report on the patterns of control, finance and administration of the two-year college in different states, and its relationship to other segments of higher education.

2. To describe the functions of the two-year college as they are actually discharged, with an attempt to compare the functions performed with the claims commonly made by this institution.

3. To make such evaluations of two-year institutions as are possible within the limitations of the study and to identify some of the

problems which they must face in the immediate years ahead.<sup>1</sup>

This book is unique in its comprehensiveness and in its candor. It describes the two-year college movement as it exists, delineates strengths and problems, and indicates the job still to be done. Medsker avoids both excessive generalizations and wishful extravagant pontification. The result is refreshing.

Data were gathered from the author's extensive visitation of two-year colleges in 18 states, as well as from conversations and correspondence with officials of central coordinating agencies and four-year institutions. A wide array of junior college faculty members and administrators provided opinions and reactions. The research is well chronicled in text and table.

The author gives little space to historical backgrounds. He moves quickly to an examination of claims made for the junior college. Does it provide sufficient emphasis on terminal education? Are the guidance and student personnel services all they might be? Is there sufficient general education? Has the college developed an identity of its own?

Answers to such questions are devel-

<sup>1</sup> p. 2.



oped in "The Junior College Student" (there is a tremendous diversity), "An Educational Program with Many Purposes" (the problems of transfer and terminal instruction), and "Performance and Retention of Transfer Students" (they often do well).

The concluding three chapters are particularly significant. "Faculty Attitudes on the Role of the Two-Year College" will give many thoughtful college administrators sleepless nights. The images of the junior college held by faculty members in various institutions are almost as diverse as the student body in a comprehensive community college. "The administrator must realize the potential situation where opinion about fundamental issues is split and often pulls in opposite directions."<sup>2</sup> What an understatement!

"The Two-year College in the Various States—Its Development, Financing, and Problems" covers 18 states and is one of the best summaries of its kind. The reader is made acutely aware that there are varieties of statewide coordination (or lack of it) that never occurred to him. He is also shown that the unique patterns of existing four-year higher education and actualities of political life may make such wide variation of form necessary. The reader is left to select a solution that appeals to him. He may yearn justifiably but unavailingly for a bit of help from the author. This chapter is almost entirely descriptive.

The final chapter, "The Next Ten Years," analyzes both external and internal issues in the future tense. The author addresses such *external* problems as (1) the relative costs of freshman and sophomore work in two-year colleges com-

pared to four-year institutions, (2) the responsibilities of the state for effective junior college growth, (3) extension centers versus junior colleges, (4) sources of finance, and (5) how best to organize the local junior college. *Internal* issues include whether an institution should be comprehensive in scope (Medsker says yes) and how to determine sufficiently high academic standards (the author believes this difficult to do).

Both doomed to disappointment are the casual reader looking for a justification of the junior college as a pleasant and inexpensive panacea and the harried administrator or board member looking for a "how to do it" manual. And they *should* be disabused of such notions.

The reader will find in this book a clear, objective delineation of where the junior college movement is at the present time and what steps are needed immediately if the two-year college is to achieve its potential. On the transfer problem, for example, "to date, too much has been left to chance."<sup>3</sup> On the matter of providing and encouraging enrollment in so-called terminal courses, "it is paradoxical that . . . (although) about two thirds of the students prepared to transfer yet, from a given entering class, only one-third of them actually went beyond the junior college."<sup>4</sup>

Medsker's thoughtful report deserves wide attention. Greying administrators who think they have all the answers will be stimulated by the amount of "unfinished business" suggested. Four-year college leaders and state officials will be struck by the need for real, rather than only verbal, coordination and statewide planning. The

<sup>2</sup> p. 204.

<sup>3</sup> p. 140.

<sup>4</sup> p. 112.

growing number of serious students of the community college movement will find this a fine text.

If the book has a drawback, it is probably that Leland Medsker has leaned over backward not to impose his personal views on the reader. But he makes it vividly clear

that the two-year college has a vital role to fulfill, has laudable strengths, but that there is much room for improvement.

E. K. FRETWELL, JR.  
New York State  
Education Department  
Albany, New York

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### **This I Tried and Found Helpful**

#### **Stimulating Interest in Oxidation-Reduction**

Orville L. Boge, Mesa College, Grand Junction, Colorado

As an introduction to the unit of oxidation-reduction and to stimulate student interest, the writer presents the chemistry class with many demonstrations involving the production of electricity with various solutions, replacement reactions, and similar electrochemical reactions. These demonstrations are presented by keeping the students informed as to materials used, solutions used, etc., but no explanation of the principles is undertaken. At the conclusion of the hour the students are requested to bring to the next class questions which have occurred to them during the hour's demonstration.

The instructor summarizes the questions turned in by the students and gives them the representative questions on a mimeographed sheet. The students are then directed to find the answers to the questions, and since they have all had a hand in formulating the questions, they attack the job of finding the answers en-

thusiastically. Many of the answers are readily found by the students in their textbooks; others are covered in class discussions or are found in library references. A few answers cannot be found in any available references, and enterprising students attempt to find them by working on experiments of their own in the laboratory. The instructor takes up the material in class as he always has before, and the students do their usual laboratory assignments as well. At the completion of the unit on oxidation-reduction the students turn in the answers to the class questions previously handed out, and they are evaluated by the instructor.

This method makes students more interested in the basic phenomena involved in oxidation-reduction reactions and in the explanations of the previously observed demonstrations. Many references are utilized and much good research is carried out.

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1

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by CHARLES J. EBERHARDT, and HYMAN KRAKOWER, both of the College of the City of New York

A scientific coverage of personal health in the popular "work-text" form, this new single volume concentrates on the essentials of personal health in a scientific coverage of the field. The authors have provided careful explanations, discussions, and review questions for every phase of the subject, dividing the material into short topics for sustained student interest. A variety of objective tests and problems have been included—true, false, multiple choice, completion and essay—providing ample study material to stimulate student analysis.

Pub. January 1960

314 pp.

Text price \$3.95

2

### BREAKING THE READING BARRIER

by DORIS WILCOX GILBERT, University Extension, University of California

Designed to help students and others who wish to read more effectively—in reading classes and clinics, in special group and adult education centers. *Breaking the Reading Barrier* provides all the tools necessary to bring about a well-rounded improvement in reading ability. The text considers separately each of the basic units of writing—words, sentences, paragraphs, and passages. Then it offers an abundance of corrective exercises designed to develop speed in both reading and comprehension.

Pub. 1959

275 pp.

Text price \$3.40

3

### THE TWENTY-MINUTE LIFETIME: A Guide to Career Planning

by GAVIN A. PITT, Johns Hopkins University

This new book is a challenging and interpretive guide for the college student about to choose a career. It outlines the general structure of American business and discusses the career opportunities that will await him in industry and the professions. Pointing out the intelligent choices needed, and the pitfalls to avoid, it offers constructive guidance in preparing for the all-important "twenty-minute" interview with industrial recruiters.

Pub. 1959

178 pp.

Text price: Paper Ed. \$1.95; Cloth Ed. \$2.95



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